DOCUMENT RESUME

ED 271 936 EC 190 245

AUTHOR	Hadley, Marilyn B., Ed.
TITLE	PL 89-313; Guide for Proposal Preparation and Project Operation: The South Dakota Model. Revised.
INSTITUTION	South Dakota Univ., Vermillion. School of Education.
SPONS AGENCY	South Dakota State Div. of Elementary and Secondary Education, Pierre. Section for Special Education.
PUB DATE	Mar 85
NOTE	136p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Disabilities; Elementary Secondary Education; Grants; *Grantsmanship; Models; Program Evaluation; *Program Proposals; *Proposal Writing; State Standards
IDENTIFIERS	*Public Law 89 313; *South Dakota

ABSTRACT

The guide is designed as a tool that can be used to write a proposal for funding from Public Law (PL) 89-313 (which amended the Elementary and Secondary Education Act of 1965). Grant awards under PL 89-313 are available to eligible State-operated and State-supported agencies serving handicapped children. After an overall needs assessment, the model was developed in 1977 by the Technical Assistance Project (TAP) of the University of South Dakota. The model has been revised periodically to reflect new regulations and to add or clarify components as necessary. The model, which provides a step-by-step guide for preparing each section of the proposal, can be used to learn proposal writing. The following topics are covered in separate chapters preparation (determination of eligibility for PL 89-313, state education agency responsibilities, abstract, budget, project narrative); submission and evaluation (schedule, evaluation procedures); and operation (role of project director, time extensions, reporting procedures, project monitoring and evaluation). Among the extensive appendixes are a checklist for project proposals, a handbook on child centered objectives, a project budget form, a self-review form, and federal regulations for State-operated programs for handicapped children, as well as materials useful for needs assessment and evaluation design. (CL)

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PL 89-313
GUIDE FOR PROPOSAL PREPARATION AND PROJECT OPERATION: THE SOUTH DAKOTA MODEL

Developed at the School of Education
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Revised, March 1985

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ABSTRACT

PL 89-313 Guide for Proposal Preparation and Project Operation: The South Dakota Model is a tool that can be used to write a proposal for PL 89-313 funding. The Model was developed initially in 1977 to provide technical assistance to personnel in 21 state-operated and/or state-supported institutions and agencies as a result of a needs assessment. The Model has been revised periodically to reflect new regulations and to add or clarify components as necessary. The Model, which provides a step-by-step guide for preparing each section of the proposal, can be used as a valuable aid by anyone wishing to learn how to write proposals.

Developed and disseminated pursuant to
Contract No. 10900778,
University of South Dakota,
School of Education,
Educational Research & Service Center

for the

Division of Elementary and Secondary Education
Section for Special Education
Kneip Office Building
Pierre, South Dakota 57501

under

PL 89-313, Amendments To
Title I, ESEA, as amended
by PL 93-380

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PREFACE

PL 89-313 Guide for Proposal Preparation and Project Operation: The South Dakota Model is a tool that can be used to write a proposal for PL 89-313 funding. The Section for Special Education in South Dakota recognized a need for technical assistance to personnel in state-operated or statesupported institutions and agencies in writing 89-313 proposals that are technically sound. As a result, this manual was developed by the Technical Assistance Project (TAP) at The University of South Dakota.

TAP staff developed the Model for providing technical assistance for writing PL 89-313 proposals after conducting a needs assessment of 21 state-supported or state-operated institutions and agencies in South Dakota. Using this Model, personnel from these eligible facilities first identify a supplemental program that could be met with PL 89-313 funds. A workshop is generally conducted by TAP staff to familiarize agency personnel with PL 89-313 regulations and introduce the step-by-step process for writing proposals, which is the heart of this manual. Workshop participants are assisted in writing a draft of their next PL 89-313 proposal during the workshop. TAP staff respond to requests for assistance by proposal writers as they complete their proposals. The self-review form (Appendix I) is used as a guide by the proposal writers and later as an evaluation tool by the TAP staff.

Completed proposals for PL 89-313 funding are submitted to the Section for Special Education. Once submitted, TAP staff evaluate each proposal for technical aspects and implementation feasibility, using

the self-review form. If a proposal is not acceptable from a technical standpoint, recommendations are made for improving specific areas. Upon request, personal assistance is given by TAP staff in rewriting the proposal. When proposals are judged acceptable by TAP staff, they are submitted to the Special Education Office.

Upon receiving approval from the State 89-313 Coordinator, the PL 89-313 proposal is ready for implementation. TAP staff provide technical assistance during implementation of the PL 89-313 project at the request of the particular agency or institution. During the fiscal year, visitations to each participating agency and institution may be made by TAP staff to review progress on PL 89-313 projects and offer suggestions.

The final step in the cycle is the submission of a final report for each PL 89-313 project to the Section for Special Education. Each participating agency or institution is asked to conduct process and product evaluations of their project, with the assistance of an external evaluator. The data gathered in these evaluations are reported in the final report, and may serve as needs assessment data for future 89-313 proposals. As a result of these visitations and/or project final reports, a publication is prepared for distribution which describes the goals, objectives, methodology of implementation and evaluation for each PL 89-313 project.

A flow chart on the following page is included to clarify the TAP process.

TECHNICAL ASSISTANCE PROJECT

MODEL

Needs Assessment	Workshop participants are asked to bring needs assessment data with them to the workshop.
↓	
PL 89-313 Proposal Preparation Workshop	Participants become aware of federal and state regulations concerning PL 89-313 funds, evaluate other proposals, and outline a potential proposal for the following fiscal year.
↓	
Technical Assistance	The Technical Assistance Project (TAP) staff provide follow-up assistance in completing proposals.
↓	
Submission	Proposals are submitted to the South Dakota Section for Special Education for budget and program review. TAP staff evaluate the technical aspects and implementation feasibility of the proposal.
↓	
Revise	If the proposal is not judged technically acceptable, TAP staff suggest ways to revise proposals and assist in the rewriting upon request.
↓	
Approval	If the proposal is judged technically acceptable, PL 89-313 monies are appropriated.
↓	
Implementation	Project is implemented as approved. TAP staff provide technical assistance upon request and approve revisions as necessary.
↓	
Visitation	TAP staff visit PL 89-313 projects.
↓	
Report	Each PL 89-313 project submits a final report of process and product evaluation. These data may become needs assessment data for future PL 89-313 proposals.

GUIDE FOR PROPOSAL PREPARATION

GENERAL INFORMATION

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 was designed to provide federal funds to state agencies to assist in meeting the special education needs of handicapped children. The ESEA of 1965 was amended by PL 89-313 to grant federal funds to supplement educational programs by initiating, improving and expanding special education services in state-operated and state-supported programs serving handicapped children.

During the early stages of implementation of PL 89-313, each state received a block grant. The state of South Dakota in turn simply allocated a fixed sum of money to the state-operated institutions within the state. PL 89-313 monies were used to supplement the budgets of the state-owned institutions and seldom was a school required to account for or justify the disbursement of those funds. Later, agencies and institutions were asked to submit project proposals outlining how they would utilize PL 89-313 funds and indicating what impact their project would have on the state (i.e. number of children served, type of handicapping conditions, etc.). At that time, funds were awarded as a block grant based upon the creativity and impact of the project. However, it should be noted that there were sufficient funds to approve all project requests at some level. In 1974, due to a change in the federal regulations,

project funding was allocated according to a formula basis generated by the average daily attendance (ADA) of children attending each school.

At the present time, the state allocation is generated by the ADA of each of the eligible agencies. Under the hold harmless clause, however, the state allocation will never fall below the 1974 funding level. These funds are made available to each of the eligible agencies based upon their ADA. As in the past, agencies are required to write a project proposal requesting PL 89-313 funds. While requests for PL 89-313 funds were always approved in the past, applications, submitted from 1979 onward are not approved unless the project proposals are adequately and appropriately prepared. Federal regulations have stated that funds may be withheld from states which are not in compliance. One measure of compliance is appropriately written project applications. According to federal regulations, project proposals must be well written and must include:

1. Project Budget form
2. a project narrative describing:
   a) needs assessment
   b) child-centered, measurable project and instructional objectives
   c) project design
   d) an evaluation component
   e) a plan for dissemination of project results

The following materials have been printed as guidelines to be followed in completing applications for funding under PL 89-313.

DEFINITIONS

"Handicapped children" includes those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, learning disabled, or other health impaired and who, because of those impairments, need special education.

"State agency" refers to an institution or agency of the state which, under state law, has direct responsibility for providing free public education for handicapped children. In South Dakota the state agency is the Section for Special Education.

"Free public education" refers to an organized special education program recognized as such under state law as being equivalent to elementary or secondary education at public expense. It may include kindergarten or pre-school. Parents or guardians may not be charged for the special services which are provided their handicapped children.

"State-owned or operated institution" is defined as a school or program directly administered by a state agency (i.e. The Board of Regents, The Board of Charities and Corrections).

"State-supported agency" is defined as a school or program providing a free public education to handicapped children under age 22 based upon contract or other arrangement with a state agency, (i.e. public and private agencies providing special education programs to children for whom the state agency is directly responsible for insuring that they receive an appropriate, free, public education.

DETERMINATION OF ELIGIBILITY FOR PL 89-313

Agency. State-operated and state-supported agencies serving handicapped children are eligible to receive grant awards under PL 89-313. Eligible institutions must submit a project application, and Project Budget Form to the State Education Agency (SEA). Project applications must be submitted by September 1 of the fiscal year, which runs from July 1 to June 30. Child count forms are submitted October 15 to the SEA.

Child. PL 89-313 is designed to provide supplemental services and programs to handicapped children for whom the State Education Agency is directly responsible for providing a free public education. The initial allocation of funds to eligible agencies is based on a formula which directly relates to the number of eligible children served by the agency. Each agency is responsible for computing the average daily attendance (ADA) of handicapped children served by the agency. The ADA is computed by simply counting the number of handicapped children on the agency's membership roles as of October 1st of each year and reporting this number to the SEA. Children counted in the ADA must receive an appropriately designed educational program. There is not a minimum number of hours that a child must be receiving educational services per day in order for the child to be eligible to be counted for the ADA. Rather, the length of the school day should be determined solely by the needs of the handicapped child, as reflected in the child's individualized education program.

If a handicapped child is receiving free public education from more than one agency, the agency which is primarily responsible for the

child's education (as determined by the SEA) shall be the only agency to count that child for the generation of funds under PL 89-313.

AGENCY USE OF FUNDS

Funds must be used to supplement the appropriately designed educational program for the handicapped children served by the agency or institution. There must be on file a current Individual Education Plan (IEP) for each child served in the school program.

The agency may enter into a contract or a cooperative agreement with another agency or school, with an intermediate school district, or with the State Education Agency (SEA) for activities or services provided under PL 89-313. However, the agency receiving funds is responsible for administering and supervising contracted services. The Agency may not provide all of the services funded under PL 89-313 on a contractual basis.

ALLOWABLE EXPENDITURES

The following is a list of expenditures which are considered allowable costs under 89-313:

1. Expenditures reasonably necessary for activities directly related to implementing programs and projects to meet the special education needs of handicapped children.
2. Permissible expenditures include planning, evaluation and dissemination of results.
3. Certain administrative costs are also allowed. Questions as to administrative costs should be referred to and approved by the SEA prior to submission of the proposal.

4. Funds may be used for the costs of special education and related services for the handicapped children. However, funds may not be used for the payment of tuition or fees.
5. Expenditures for transportation are allowable only if the SEA has determined that the transportation is essential to the child's safety or if the child would be unable to participate in special education or related services without such transportation. The agency should make every effort to secure other resources for transportation whenever possible. Transportation costs are not allowable if transportation is a service normally provided for other handicapped children served by the agency.
6. Although purchase of equipment and remodeling or expansion of a facility are allowable expenditures, these areas will receive a low priority rating for funding under PL 89-313. If capital outlay (construction or equipment) is included in the project proposal there must be a clear justification for the expenditure of funds in this manner. Parents of handicapped children cannot be charged for special education or related services including the cost of room and board and non-medical care provided in a residential care facility in which the child has been placed for educational purposes.

STATE EDUCATION AGENCY RESPONSIBILITIES

1. The SEA shall determine whether the state agency is eligible for funding under PL 89-313 and if all requirements are met for the grant.
2. The SEA shall assist state operated/state supported agencies in the development, implementation, evaluation, and supervision of projects.
3. The SEA shall assist state operated/state supported agencies in determining and reporting average daily attendance of handicapped children and shall insure that information reported is accurate.
4. The SEA shall insure that all handicapped children served with funds under PL 89-313 are receiving special education services in a program which meets the state educational standards for special education.
5. The SEA shall develop and implement procedures to monitor all projects.
6. The SEA shall reallocate funds between state agencies if a handicapped child who generates funds in one participating state agency is transferred to another participating state agency or to a local education agency (LEA).
7. The SEA may act as the fiscal agent of the state agency in distributing funds for PL 89-313, including the transfer of funds to educational agencies.

PREPARATION OF THE PROPOSAL

In order to receive a grant award under PL 89-313, the eligible facility must submit a project application to the Section for Special Education, Division of Education (DOE). The project application should include the following elements: (1) title page or cover sheet, (2) table of contents, (3) abstract, (4) budget, (5) budget justification, (6) project narrative, (7) appendices, (8) Project Budget Form and (9) self-review. (A checklist is provided in Appendix A.)

The project narrative should be written in narrative style and must include the following components:

1. planning
2. statement of needs
3. description of the program design
4. project goals
5. performance objectives stated in child-centered measurable terms
6. activities to be followed in carrying out the performance objectives
7. an activity time line
8. a plan for evaluation of the project
9. a plan for the dissemination of project results

Those agencies that plan to write a continuation proposal for a project that has been previously funded by PL 89-313 funds must

provide specific evidence that the proposal is justified. Such evidence can be obtained via a recent (within one year) formal needs assessment. Also, evidence can be presented via the final report of the previously funded project. For example, the project evaluation findings revealed in the final report might show that more sophisticated or advanced objectives are needed. Agencies writing continuation projects should also attempt to project anticipated funding requirements for additional phases of the project. This information is necessary for SEA planning.

TITLE PAGE

The title page or cover sheet should introduce the project proposal and should simply state:

1. the title given to the project
2. the proposal writer or contact person
3. the agency submitting the proposal
4. the address and telephone number for the contact person
5. the date

The project title should clearly and concisely describe the intent of the proposal, and for continuation projects, the Phase of the project (ie. Phase I, Phase II). The person named on the cover page is the individual to be contacted in the event that the review committee has questions about the proposals. (An example title page is provided in Appendix B.)

TABLE OF CONTENTS

A Table of Contents should be prepared to facilitate review and evaluation of the proposal. The Table of Contents should list topical headings of importance and the appropriate page numbers.

ABSTRACT

The abstract should be a clear and simple summary of the project which accurately but briefly (less than one single spaced typewritten page) describes the proposed project. The goals, objectives and project design should be summarized but references to the budget should not be made.

BUDGET

The budget page should simply and clearly outline by category, in balance sheet form, the total funding required to implement the project. (A sample budget form is provided in Appendix C.) If funds other than PL 89-313 will be utilized to implement the project, the funding source should be identified and the percentage of the total budget to be supplied by that source should be identified. If PL 89-313 is the only source of funding to be utilized by the project that should be indicated.

If the project proposal is intended to cover more than one fiscal year, the budget page should clearly, and in detailed form, outline the expenses associated with the current phase of the project. The projected level of funding to be requested in subsequent phases of the project should be identified. All proposals must include a completed

Project Budget Form. A sample of this form can also be found in Appendix H.

BUDGET JUSTIFICATION

The budget justification should reflect the narrative portion of the proposal with the funds requested clearly corresponding to the project goals, objectives and activities. The budget justification should follow the budget format and should include a breakdown of the money to be spent on the project and a description of how costs were allocated. The following are examples that might be found in a budget justification.

Occupational Therapist (1/2 time at $16,000 base)		$8,000.00
Consultant (2 1/2 days @ $150 per day)		375.00
Travel		387.00
Mileage (based upon 1,000 miles at .21/mile)	$210.00	
Food (6 days at $17/day)	102.00	
Lodging (5 nights at $18/night)	90.00	

If the project is also being supported through other state and local funds, these monies should be identified. Finally, the total dollar amount requested under PL 89-313 must be specified.

PROJECT NARRATIVE

Planning. The initial step in the proposal development process is a commitment of the administration and staff to the concept of applying for and utilizing Title I, PL 89-313 funds for programs to meet the special educational needs of handicapped children served by the agency.

During the commitment phase, human and material resources necessary for planning and applying for Title I, PL 89-313 funds should be assigned by members of the administration. It is at this time that steps should be taken to establish a Parent Advisory Council, so that it may assist early in the planning and implementation of the project.

The type of planning that took place in preparation for the project application should be described. Areas that should be addressed include:

1. the initial procedures utilized in isolating the problem areas and identifying and prioritizing program needs
2. identification of the people who were involved in the planning process as well as the number and type of meetings held
3. indication of how parents and/or consumers were involved in the planning process and the proposal application
4. if outside individuals or agencies were involved in the planning process, a description of those coordinated efforts
5. an outline of the nature and extent of coordination with Federal, State, and local agencies that will continue as a part of the project

If the proposal describes the continuation of a previously funded project, planning activities would be addressed in this section. Areas that should be addressed include:

1. analysis of progress made during the previous phase, based on process and product evaluation data
2. identification of the people who were involved in the planning process as well as the number and type of meetings held
3. indication of how parents and/or consumers were involved in the planning process and the proposal application
4. if outside individuals or agencies were involved in the planning process, a description of those coordinated efforts
5. an outline of the nature and extent of coordination with Federal, State, and local agencies that will continue as a part of the project

Statement of Needs. The next step in the proposal development process is concerned with the determination of the special educational needs of the handicapped children served by the agency. For information on how to conduct needs assessments, see Appendix D. Appendix D includes a needs assessment model for program development, questions to consider in conducting a needs assessment and lists of types of information collected for needs assessment.

The statement of needs should describe the existing special education program and the number of handicapped children (under age 22) served by the facility. The strengths and needs in the existing program should be defined along with an explanation of why the problem areas exist. Formal needs assessment data should be provided in order to document the problem areas cited.

Methods of gathering information for the needs assessment will vary depending upon the nature and scope of the project. Questionnaires and survey forms might be used to gather data from staff, parents or members of the community. Statistical data from agency records or from the children's individualized program plans might be important information to utilize as part of the needs assessment. If problem areas have been identified as a result of accreditation or certification reviews, then the review should be used to document the problem areas cited. If the project is a continuation, the final report may serve as the formal needs assessment data.

The above information should be summarized with a concise statement of problem. A brief description of the proposed project and how it will serve to eliminate or ameliorate the deficiencies in the existing program should be included at this time.

Project Goals and Performance Objectives. The goals and objectives should state the expected results of the program or services to be developed under Title I, PL 89-313. In setting up the goals, or long-range aims of the project, the administration and staff should recruit parents for their input. The Handbook on Child Centered Objectives (Appendix E) has been written as an aid in the development of goals and objectives. The project goals and the related child-centered performance objectives of the PL 89-313 project should be directly related to the special education needs identified during the needs assessment. While the long-range, broadly stated goal of the project might relate to improvement in a particular need area, the performance objectives which are written for the project are much more specific

and narrow in scope, and concentrate on an observable student behavior designed to lead to the improvement desired, i.e., the project goal.

Properly stated, performance objectives are the key to product (outcome) evaluation as well as the design of the project. They serve as:

1. A means of communication between the resource people responsible for the program design.
2. A base for alternative objectives which might provide a preferred solution to the Title I (PL 89-313) needs.
3. Observable and measurable child-centered results of the program. This makes the use of methods and procedures more definite during program implementation.
4. Indicators in the assessment and evaluation of program activities and procedures.
5. A task base upon which an implementation plan can be developed.

In summary, the project goals should describe the overall goals of the grant, and must be clearly stated in observable and measurable terms. There should be a clear relationship between the problems identified in the statement of needs and the goals of the project.

The performance objectives should follow from the project goals and should clearly state how the children to be served by the grant will benefit as a result of the project. The performance objectives must be observable and measurable and must be stated in child-centered terms.

For example, if the project goal is "to provide physical fitness training to twenty behaviorally disturbed children falling below the

20th percentile on President Kennedy's Physical Fitness Training Program," the performance objective might be: "Given an increase of 25 minutes per day with the occupational therapist, 25 percent of the children enrolled in the physical fitness program will improve their coordination and motor development skills so as to achieve the 40th percentile on President Kennedy's Physical Fitness Program."

Clearly stated objectives should also be written for any staff development. For further information on performance objectives, refer to the Handbook on Child Centered Objectives (Appendix E).

Activities and Time Line. There should be an activity or a plan of action for each objective. The activities simply state how the project goals will be met. For example, with the physical fitness project the activities might be as follows:

1. A physical education person will be hired by the project by August 1, 1985.
2. The following physical education equipment will be purchased and ready for use by September 1, 1985.
   a) _____
   b) _____
   c) _____
3. The 20 students identified as the target population will begin receiving a minimum of 2 1/2 hours of physical fitness training per week by September 15, 1985.
4. Progress of students involved in the physical fitness program will be charted weekly.

5. Students involved in the physical fitness program will be re-tested quarterly using President Kennedy's Physical Fitness Training Program.
6. The final evaluation of this project will be completed by August 15, 1985.

An activity time line should also be included, which will visually present the anticipated progress. An example of a Timeline can be found in Appendix F.

Program Design. The program design is an overall summary of the project proposal and includes additional information that has not been covered in other parts of the grant application.

The following areas should be included in this section:

1. A description of the target population.
   a) The number of students to be served by the project.
   b) The ages and the handicapping conditions of the students to be served by the project.
   c) A description of how the proposed project will relate to the current educational services provided to the target population.
   d) If any special education student is enrolled in more than one educational program or school, the proposal needs to identify and describe the extent to which the student participates in each program. (An example of this might be a student who attends an Adjustment Training Center or a state school part-time and a LEA part-time.)

e) If all of the special education students in the facility will not be directly served by the project, an explanation of how the target population was selected and how the other students might indirectly benefit as a result of the project should be included.

2. A description of the instructional materials that will be purchased or produced as a result of the grant.
3. A description of the equipment that will be purchased through grant funds and how it will be utilized by the project.
4. Identification of consultants that will be utilized as a part of the project and their role in carrying out the objectives of the project.
5. Identification of staff positions that will be developed as a result of the project. A job description for these positions should be included in an appendix.
6. A description of the inservice training for staff that will take place as a result of the grant. (If inservice is to be a part of the project there should be project goals, child-centered performance objectives and activities listed which relate to inservice.)
7. If parents/guardians will be involved in inservice training or counseling as a part of this project, there should be a description of how the project will meet this goal. (Remember that appropriate objectives and activities for parent training need to be included in those sections.)

There should be a clear justification for each of the elements included in the project design.

Finally, the project design should specify how the project elements will serve to eliminate or ameliorate the problem areas addressed in the Statement of Needs. This section should tie together the entire project beginning with the problem, the goals designed to remediate the problem and finally the method for accomplishing the goals.

Evaluation. Evaluation is a continuous, dynamic activity which may involve on-going and summative procedures. The evaluation personnel should be concerned with two types of evaluation during the project. Process evaluation provides the basis for change by establishing the situation as it presently exists. It includes a continuous review of the day-by-day activities and management of the project to insure it is on the right track. Process evaluation properly designed makes recycling to a previous step possible at any point. Product evaluation determines whether or not the performance objectives and the project goal have been met and to what extent. Its purpose is to determine the effect the Title I PL 89-313 program has had on the handicapped children receiving services as a result of the project.

The evaluation component should include a description of the procedures to be followed in evaluating the results of the grant and the people responsible for carrying out the evaluation. The evaluation should be specific to the grant (rather than the entire special education program) and should determine to what extent the objectives of the project have been met.

Each participating agency is requested to hire an external evaluator who may assist the agency in developing an evaluation plan and who will work with the agency personnel in evaluating the project objectives, and/or activities. The external evaluator should prepare a final evaluation report, based on data that has been collected and analyzed during the project.

A copy of the final report from the agency should be sent to the Section for Special Education and to the TAP staff at the end of the grant period. The final report should include the report by the external evaluator, supplementary documentation/information written by the agency personnel involved in the project, and Project Budget Form.

When an agency hires an external evaluator, the name and address of that individual should be sent to the TAP staff. Upon receipt of that name, TAP staff will send guidelines for external evaluation and supplementary information to the evaluator. A follow-up phone call will be made by TAP staff to clarify any questions the evaluator may have.

Appendix G contains the following information:

1. a chart explanation of the CIPP model
2. design considerations for an evaluation plan
3. a listing of different kinds of measurement procedures
4. a suggested format for the final evaluation report narrative
5. expectation of external evaluators

Dissemination Plan. Dissemination involves reporting to the Parent Advisory Council, the administration, faculty, the public, and appropriate State and Federal agencies. The effectiveness of the

project in meeting the special educational needs of the target children is communicated at this point.

The dissemination component should describe how the public and other state and local agencies will be made aware of the project results, and the fact that the project has been funded under Title I, with PL 89-313 funds. Dissemination must relate specifically to the grant.

Appendices. Material that is supplementary to the text of the proposal may be included in appendices. Each appendix should be tabbed or labeled in some manner so as to make it easily distinguishable from the body of the proposal. Materials which might be placed in appendices include:

1. job descriptions for project staff
2. vitae for project personnel
3. formal needs assessment data (i.e. survey forms, questionnaires, statistical information, final report from previous project, etc.)
4. letters of support for the project
5. minutes of meetings or letters confirming cooperation and coordination with those local, state and federal agencies
6. agency mission and goal statement and program descriptions
7. agency budget
8. organization chart
9. additional information pertaining to instructional materials, assessment items and equipment

10. other supplemental materials as desirable and appropriate to the proposal

Project Budget Form. All proposals must include a completed Project Budget Form. A copy of this form can be found in Appendix H.

Self-Review Form. Each agency should evaluate its proposal for PL 89-313 funding prior to submitting it to the SEA. This will ensure that the proposal will contain all required information. The self-review form has been developed for that purpose. It should be completed and a copy of it submitted along with the proposal. A copy of the self-review form is in Appendix I.

PROPOSAL SUBMISSION AND EVALUATION

DIRECTIONS FOR SUBMISSION OF PROPOSAL

1. Two (2) copies of the complete proposal and one copy of the self-review are required.
2. The Narrative section of the proposal should not exceed thirty (30) double-spaced pages, printed on one side only on standard (not legal) size paper.
3. Appendices must accompany the original proposal and should not exceed twenty (20) pages.
4. Pages should be numbered at the bottom center.
5. Proposals should be transmitted in a single secure package.
6. Proposals should be mailed first class to:

Educational Research and Service Center
School of Education
University of South Dakota
Vermillion, SD 57069

SCHEDULE

Project proposals submitted for funding under PL 89-313 will be accepted for review by the Section for Special Education until September 1 of the fiscal year. Facilities must submit a final report from the previous years project in order to receive funding the following year. If a facility has not submitted a project proposal by

September the state PL 89-313 coordinator will contact the agency to ascertain whether the facility plans to submit a proposal for the fiscal year. If the agency is not planning to submit a proposal, the funds allocated to that agency will be reverted to the SEA. The Section for Special Education may then use the monies from non-participating agencies to fund projects with a state-wide impact or to provide additional monetary resources for participating agencies.

EVALUATION PROCEDURES

Proposals submitted for funding under PL 89-313 will be reviewed by staff from DESE. Program designs will be evaluated based upon the 1) Federal regulations (Appendix J) and state guidelines. In addition, 2) technical aspects of each proposal will be evaluated based upon this document. The self-review form found in Appendix I will be used for the technical evaluation of all proposals. Comments by the proposal reviewer will be returned to the submitting agency along with the notification of the grant award. In cases where the grant is not awarded, the agency will receive a copy of: (1) comments from the reviewer of the proposal; and (2) suggestions as to the items which must be added, altered or deleted before the proposal will be approved.

It is important to note that projects submitted for funding under PL 89-313 are not judged on the basis of priorities set by the SEA. Instead each facility is expected to identify and prioritize their own needs. The facility must identify its needs and write its proposal in such a way that it is able to assure the SEA that the problems

identified by the agency will be addressed as a result of the project being funded.

The agency's ADA is utilized by the SEA as an indicator for funding. However, the grant award does not necessarily need to coincide with the funding level generated by the agency's ADA. The SEA may approve a grant award for a significant project at a level greater than the funding level generated by a given agency's ADA. This also means that other projects may be funded at a lesser level than the initial allocation generated by the agency's ADA. In other words, the SEA may use its discretion in awarding grants under PL 89-313 based upon the creativity and innovation of the project, the completeness, and the potential impact of the project.

All PL 89-313 proposals must contain a Project Budget Form (Appendix H), a self-review form (Appendix I), and a narrative which addresses the following topics:

1. planning
2. needs assessment
3. program design
4. project objectives
5. performance objectives
6. activities and activity time lines
7. evaluation
8. dissemination

It is the completeness of the application and the agency's ability to implement the project which is evaluated.

OPERATION OF THE PROJECT

ROLE OF THE PROJECT DIRECTOR

It is expected that the project director will represent the agency in its dealings with the SEA on substantive matters relating to the grant. The director is responsible for all aspects of the day-to-day administration of the project. These responsiblities should include:

1. insuring that funds are expended for purposes and at rates specified in the grant instrument
2. providing guidance to other project personnel
3. continually re-evaluating project plans and results, with a view toward determining if and when unforeseen developments require minor and major revisions.
4. preparing and submitting required reports on a timely basis

The project director has primary responsibility for the success of the project. Consequently, there should not be a change made in this position without substantial reason. If there is a need for a change in project director, the SEA must be notified in writing. The letter should also identify the person who will be assuming the responsiblities of project director.

CHANGE IN PROJECT OPERATION

Changes in the project may be proposed at any time by submitting an amendment to the project. The amendment should clearly state:

1. the proposed changes
2. the reason for the changes
3. new objectives to be met as a result of the changes
4. additional activities required to accomplish the new objectives
5. subsequent changes required in the evaluation of the project and dissemination of project results

Major reallocation of funds among budget categories, which influence the scope and objectives of the project must be requested by means of a project amendment and must be approved in advance by the Section for Special Education.

TIME EXTENSIONS

When circumstances delay the project, a non-cost extension may be requested. This request, along with a justification, must be received by the SEA at least 45 days prior to the project expiration date. Contents should include:

1. the signatures of both the project director and the authorized project administrator
2. a summary of progress
3. a budget for use of the remaining funds
4. plans to complete the project

REPORTING PROCEDURES

At the end of the project, the agency must submit a final project report to the Section for Special Education. The final report must include the Project Budget Form, and a narrative evaluation and summarization of project results. The Project Budget Form should serve as an actual reporting of children served and monies expended, whereas the initial form submitted with the project application is a projected description of children to be served and allocation of funds.

The final report should: (1) summarize the project objectives and activities; and (2) analyze the results of the project based upon the evaluation procedures outlined in the project proposal. The final report should include both a process and a product evaluation.

PROJECT MONITORING AND EVALUATION

The Section for Special Education uses a variety of techniques to monitor and evaluate project progress and products. Site visits may be made by DOE staff or consultants. Project administrators and directors should be aware that DOE may, as a part of its own program evaluation activities, carry out in-depth evaluations of selected awarded projects through independent parties. Thus, project personnel should be prepared to cooperate with evaluators retained by DOE to analyze both the conduct and the impact of any project funded under PL 89-313.

PUBLICATIONS

Acknowledgment. An acknowledgment of Title I (PL 89-313) support must be made in connection with the publication of any materials based on or developed under a project supported by PL 89-313 to the effect that: "This (material) was prepared with the support of PL 89-313 Grant NO. 00."

Disclaimer. Any materials, books, monographs, proceedings of in-service training or similar publications supported by a PL 89-313 grant must contain a statement, immediately following the acknowledgment, that contains an expression of the following: "Any opinions, findings, conclusions or recommendations expressed herein are those of the author(s) and do not necessarily reflect the views of the United States Department of Education or the South Dakota Division of Education."

Appendix A

CHECKLIST FOR PROJECT PROPOSALS

CHECKLIST FOR PROJECT PROPOSALS FOR PL 89-313

Title Page	
Table of Contents	
Abstract	
Budget Justification	
Project Narrative	
Planning	
Statement of Needs	
Project Goals	
Performance Objectives	
Activities	
Activity Time Line	
Program Design	
Target Population Instructional Materials Equipment Staff Positions Consultants Inservice	
Evaluation	
Dissemination	
Appendices	
Job Descriptions for Project Staff Vitae for Project Personnel Formal Needs Assessment Data Letters of Support Pertinent Agency Information Instructional Materials and Programs Other Appropriate Supplemental Materials	
Form 9025	
Self-Review Form	

Appendix B

TITLE PAGE

A PROJECT PROPOSAL FOR FUNDING UNDER PL 89-313

TITLE

Contact Person:_____
Agency:_____
Address:_____
Telephone:_____
Date:_____

Appendix C

BUDGET

BUDGET
(Single Phase)

		PL 89-313	Other Sources
PERSONNEL		_____	_____
_____	_____		
_____	_____		
_____	_____		
FRINGE BENEFITS		_____	_____
CONSULTANTS		_____	_____
TRAVEL			
Mileage	_____		
Air Fair	_____		
Lodging	_____		
Meals	_____		
EQUIPMENT		_____	_____
MATERIALS		_____	_____
OTHER DIRECT EXPENSES		_____	_____
Telephone	_____		
Printing	_____		
Postage	_____		
TOTAL BUDGET REQUEST FROM PL 89-313		_____	
CONTRIBUTIONS FROM OTHER SOURCES			_____
TOTAL BUDGET		_____	

Appendix D

NEEDS ASSESSMENT

Program Development Through
Needs Assessment

The identification of needs is a discrepancy analysis that identifies the two polar position of:

Where are we now?

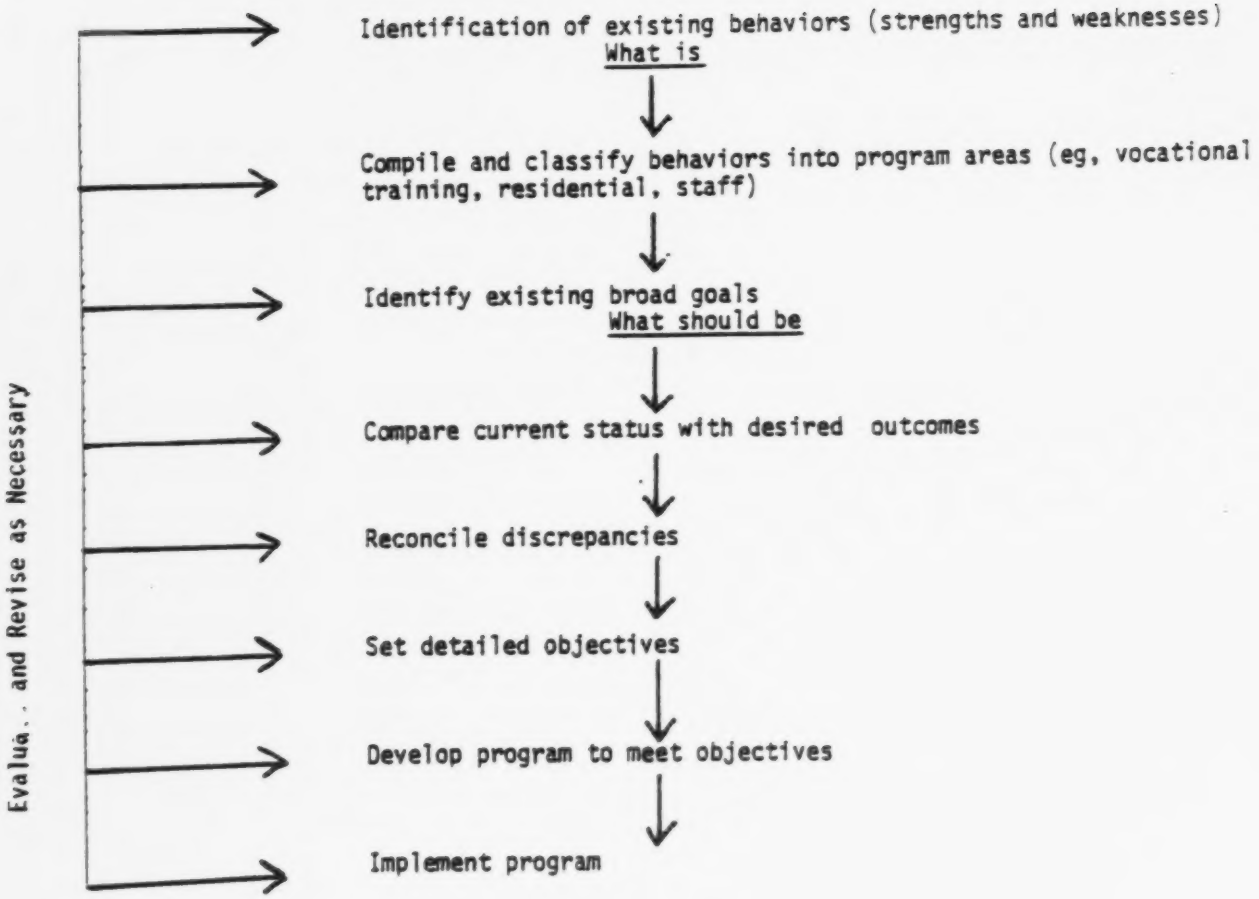
Where are we to be?

and thus specifies the measurable discrepancy (or distance) between these two poles.

A needs assessment must have at least four characteristics:

1. The data must represent the actual world of clients and related people
2. No needs determination is final and complete
3. So far as possible we should include all the training educational partners; inlcuding at least:
   a. the clients
   b. the parents and community (i.e. consumers
   c. federal and state agencies (i.e., funding and governence sources)
   d. the service providers (i.e. implementers of the training educational process)
4. The discrepanices should be identified in terms of products or actual client centered behaviors (ends) not in terms of processes (or means).

A generic model for assessing training/educational needs and identifying goals would include:


Identification of existing behaviors (strengths and weaknesses)
What is
Compile and classify behaviors into program areas (eg, vocational training, residential, staff)
Identify existing broad goals
What should be
Compare current status with desired outcomes
Reconcile discrepancies
Set detailed objectives
Develop program to meet objectives
Implement program
Evalua.. and Revise as Necessary

WHAT IS Describe the actual world of clients and related people	WHAT SHOULD BE (GOAL) Describe the desired outcomes of the clients	NEEDS STATEMENT (OBJECTIVE) Describe any discrepancy that exis and write an objective to elimina
1. source of data:	1. source of data:	Discrepancy: Objective: a. conditions b. behavior c. criteria
2. source of data:	2. source of data:	Discrepancy: Objective: a. conditions b. behavior c. criteria
3. source of data:	3. source of data:	Discrepancy: Objective: a. conditions b. behavior c. criteria

Questions to Consider

The Accreditation Council for Services for Mentally Retarded or other Developmentally Disabled Persons (AC MR DD) Standards Handbook provides points to consider in determining What Is and standards to be used in describing What Should Be.

I. Individual Program Planning
   a. appropriate client assessment
   b. individual programming
      (1) physical development and health
      (2) community interaction
      (3) prevocational skills
      (4) vocational skills
      (5) recreational and leisure skills
      (6) behavior management
   c. parent participation in program planning
   d. employment contacts in the community

II. Alternative Living Arrangements
   a. adequate housing
   b. development of individual living skills

III. Staff
   a. staff qualifications match with job descriptions
   b. staff inservice to maintain/improve skills
   c. staff-client ratio

IV. Administrative
   a. governing body directly involved in palnning, organization, and coordination of agency
   b. communication between Board, staff, and administration
   c. board and administration inservice
   d. educational services for families

e. educational services for community

f. personnel policies, program philosophy and program goals

g. policies for admission and dismissal of clients

h. annual program evaluation plan

V. Coordination

a. plan for utilization of volunteers

b. coordination between agency and other local state and federal agencies

VI. Record Keeping

a. complete and updated records for each client

b. complete financial records

c. annual audit of agency's finances

VII. Client Advocacy

a. plans and policies for lcient advocacy

KINDS OF INFORMATION TYPICALLY COLLECTED

	To Decide on Goals	To Determine Strategies	To Determine Implementation: is it working?	Recycling: should it be continued?
Descriptive Information	characteristics of job descriptions, proposals, plans, reports current skill, knowledge levels, amount of training rates of use, production, incidences policies, rules patronage patterns kinds of clients served demographic data	characteristics of plans, proposals, user's guides, training manuals data about current services reports from commissions, task groups records of resources available, programs in use people's schedules, positions, jobs, rates demographic data research studies	records of use, attendance records of materials consumed, used, purchased, etc. transactions, behavior reactions nature and frequency of materials produced test scores performance levels pre/post changes	records of use, access rates, consumption effects on pupils, clients costs test scores of pupils, clients patterns of use, nature of use transactions follow-up activities, continued access and involvement case information
Judgmental Information	expert opinions consumer preferences, wants beliefs, values criteria, laws, guidelines perceived priorities normative data	expert opinions user/trainee preferences, convenience, needs results of feasibility studies, pilot tests, research recommendations from task groups, leaders	opinions of trainees and trainers comparison of test scores to objectives, expectations qualities of products produced in training expert opinions	opinions of graduates, users opinions of consumers, clients, pupils expert opinions quality of work samples benefits compared to costs

MAJOR SOURCES OF INFORMATION

People

how you might get information from them	whom you might seek as an information source
conversation (face to face or telephone)	those who originated the idea of the program, project or activity
structured interviews	legislators, federal or state agency staff, university administrators, department chairpeople committee
questionnaires	those who planned the actual "evaluation object": project directors or team, ad hoc committee, instructors
group consensus strategies, e.g., Delphi or Nominal Group Technique	the staff
	those who will be held accountable for outcomes: deans, chairpeople, instructors, principals, superindendents, etc.
	those who will need to make decisions: administrators, instructors, students, others
	those whose needs are intended to be directly and immediately served: students, pupils, teachers, etc.
	those who are to benefit intentionally, but not immediately: special education pupils, parents, school administrators, other teachers
	those who may be affected incidentally, positively, or negatively: other faculty, non-included students, the public
	those whose knowledge or expertise, independent of the specific object being evaluated, may provide information or insight in addressing the evaluation questions: former teachers
	trainees, other staff, experts

Performance Data

how to get information about performance	types to consider
"eyeballing" data	test scores
statistical analysis (e.g., inferential, descriptive)	observations of performance
observation	achievement records
rating (e.g., using multiple perspectives)	simulations
interview	practice teaching
survey	classroom behavior
study of trends	social interaction
content analysis	job success
	problem solving skills
	written/oral reports
	work-samples

Documents

how to get information using documents	types to consider
counting numbers of documents (e.g., letters to target audiences)	proposals
sorting into types (e.g., materials related to specific objectives)	requests for proposals
content analysis	reports
assessing quality of material	schedules
considering trends (e.g., watching for general changes in communication patterns)	minutes
gathering factual data (e.g., reading to find out dates, numbers, outcomes, etc.)	memos
analysis using checklists	letters
	course outlines
	work samples (e.g., curricular materials)
	student records
	fiscal records
	expenditure records

Context

how to get information from the context	things to consider
observe	facilities
interview stakeholders	schedules
read reports	organizational patterns
	management styles
	political forces
	economic realities
	attitudes of personnel
	protocols followed
	informal/formal power structures
	distribution of responsibility

Appendix E

HANDBOOK ON CHILD CENTERED OBJECTIVES

WRITING OBJECTIVES*

FOR TITLE I - PL 89-313

Introduction

This text was developed to assist Title I project staffs to identify, write, and analyze objectives with a greater degree of specificity than has been found in past PL 89-313 proposals. The following approach is similar to that used in self-instructional programmed materials. This approach includes supporting exercises and examples that will help you gain skill in writing client-centered objectives. Many of the answers that you will encounter are quite obvious. This is both intentional and necessary and is part of the approach which will develop in detail the concepts regarding instructional objectives.

The text consists of four parts.

In Part I, a rationale for developing child-centered objectives will be covered. Examples of the characteristics of child-centered objectives will be included as the exercises progress to insure that you will gain competence in the use of the child-centered objective concepts.

In Part II, child-centered objectives pertinent to PL 89-313 will be identified and selected.

In Part III, an additional means for identifying child-centered objectives will be developed with information and examples for their construction and use.

In Part IV, exercises in child-centered objective development will be presented to enable you to apply the skills you have developed.

*The words child-centered, instructional and performance are used interchangeably in describing objectives.

Major Purposes of the Text

Upon completion of the following text on the writing of child-centered objectives (using a programmed style through examples and exercises), 89-313 project personnel will be able to:

1. Indicate the place of child-centered objectives in program design;
2. Understand the characteristics of child-centered objectives;
3. Identify performance-type behavior or action;
4. Distinguish between performance and non-performance terminology;
5. Identify child-centered objectives in examples;
6. Identify conditions under which behavior or action is to be demonstrated;
7. Indicate minimum standards of acceptable performance;
8. Write child-centered objectives for 89-313 projects and/or proposals using given criteria.

Part I--A Rationale for Child-centered Objectives

Introduction

In this section you will be working with the rationale supporting child-centered objectives and their use in designing programs for funding under PL 89-313. After studying the text and questions presented in Part I you should be able to: (1) Indicate the place of child-centered objectives in program design, (2) Explain the difference between goals and child-centered objectives, and (3) State the characteristics of good child-centered objectives.

A. Program Improvement

Many 89-313 personnel believe firmly that if they are to improve their programs, one way to do so is simply to allocate more time and resources. Unfortunately, an increased allocation of time and resources will not necessarily result in significant improvement. Therefore, a primary aim of

PL 89-313 project staff should be to construct child-centered objectives based on the assessment of the special educational needs of the handicapped children.

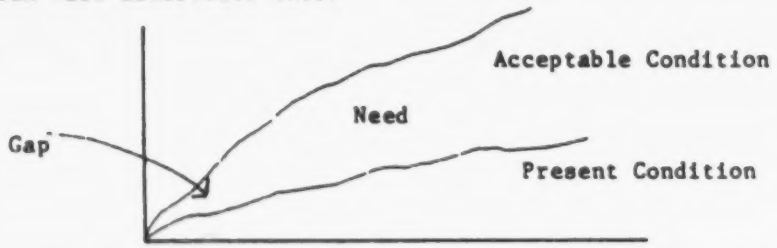
____ One method for effectively improving Title I programs (based on the assessed special education needs of handicapped children) is to:

1. allocate more time and resources
2. specify kinds of activities which will assist Title I program development staffs in achieving acceptable conditions for operation
3. begin with the formulating and constructing of objectives.

The answer is number 3. If you answered correctly, proceed with the text; if incorrectly, review the preceding section.

B. Need

We frequently speak of educational needs. A need is that gap or distance between the present condition and the condition that we deem acceptable. The diagram will illustrate this.



Child-centered objectives should clearly indicate a proposed reduction or elimination of that need.

C. Goals and Child-centered Objectives

Goals and child-centered objectives are important in program development work: goals are long-range; and child-centered objectives refer to immediate project ends. Child-centered objectives are usually very specific and have intentional end results.

____ Goals are long-range and general in nature. Often they are not necessarily accomplished during the project period. Objectives, on the otner hand are:

1. immediate
2. specific
3. designed with intentional end results in mind.

All three answers are correct. Objectives need to be immediate, specific and designed with intentional end results in mind.

D. Place of Performance Objectives in Program Design

Child-centered performance objectives are so named because they are stated in observable terms which are capable of objective measurement.

____ Select the one which does not apply. Objectives which are stated in performance terms should be:

1. observable
2. measurable
3. broad in scope

You are right!! Performance objectives cannot be broad in scope.

Instructional objectives relate directly to educational goals and assessed needs. They can determine the scope of a project, the sequence of project activities, and what is to be accomplished. Within the program development process child-centered objectives serve as a basis for program design, and prescribe the basis for evaluation expected as a result of the project activities. Child-centered objectives can help determine the experiences that need to be accomplished, and the media and resources that are essential. They also aid in determining what results are disseminated.

This broadly stated goal "To increase the reading level of each child-so that he may proceed at his own rate of learning," raises a number of questions for interpretation. For example, how much of an increase is wanted or will be accepted for each child? Who is the child involved? What knowledge

is expected to be achieved through the increased reading level?

E. Behavior

One important aspect of child-centered objective writing concerns behavior. Behavior implies an action, includes a set of conditions under which the action will take place, and must be measurable. This behavior should be specified by verbs or action words which should be open to as few interpretations as possible.

Consider these examples:

"To prepare the handicapped children for normalizing social experiences..

"To introduce each child early to a successful school experience."

The emphasis here is on the action to be taken, without any indication of the change in behavior expected as a result of that action. Since one of the purposes of PL 89-313 is to bring about changes in the behavior of handicapped children, it becomes necessary to state measurable objectives in terms of those changes. At this point, then, we can say that an objective should be stated as an end (behavioral change) towards which activity (the program) is directed with a specific goal in mind.

ACTIVITY-------- END-------- GOAL

Notice the difference between the following two statements:

"To help each child become aware of his potential."

"Using objects provided, the child will demonstrate the concept of zero in addition and subtraction."

You will note that the first example is too general, while the second more clearly approaches a performance objective. A statement such as the first may be of questionable use because it fails to communicate clearly the behavior which is expected of the person.

_____ Which one of the four statements, in your opinion, has a performance factor which is easiest to observe and measure?

1. To be able to develop some individualized learning experiences for the solution of crucial learning problems

2. To be able to cut and paste pictures in correct sequence

3. To be able to understand the requirements for real world experiences

4. To be able to appreciate the individual problems of the children in the target population

The behavior of cutting and pasting pictures in correct sequence can be observed and measured.

F. Identifying the Activities

Something that needs to be considered from the beginning is the tendency to be overly specific when you prepare instructional objectives. Look at this objective for example:

> "After acting out his part in the play each child will take paper and pencil, sit at his desk and write a list of all of the activities relating to the play. These will be written legibly and clearly as they occurred in sequence without any omissions whatsoever. The order will then be checked."

You can see from this, that far too much detail has been included for the child and that much of it is unessential.

G. Performance Objective Characteristics

An objective should describe or name the person(s) to whom the activity is addressed. This is the first characteristic of an objective. To illustrate, in a Title I program, the persons may be 50 first-grade children who are visually impaired or 40 mentally retarded children or 6 deaf-blind residents, or 100 deaf eighth grade children reading 2 or more years below grade level, or all elementary students attending a hospital-school whose reading rate of gain was less than 0.5 during the previous year, or 20 handicapped children in need of pre-vocational training.

A child-centered objective should describe the behavior or action that is intended or that you wish to specify. This is the second characteristic. To illustrate:

The behavior or action is specified by action verbs such as:

. write	. identify
. formulate	. construct
. compute	. add
. describe	. subtract

An objective should specify the conditions under which the behavior will take place. Enough should be stated about the conditions to clearly indicate what has happened, or what is required to happen, during the operation of the objective. This is the third characteristic.

> "When presented with ten problems in addition, all children in the project will correctly solve them as a demonstration of their acquired skill."
>
> "When presented with ten problems in addition, is the condition under which tne children will be performing the activity."

The fourth characteristic of an objective is the level of performance expected. For example:

> "By the end of the school year the nonverbal behaviorally handicapped children in the residential program will have acquired a basic vocabulary of ten words."

In this case the minimum level refers to the acquisition of a basic vocabulary of ten words by the children participating.

_____ A performance objective should include four basic characteristics. Which of the following describe performance objective characteristics?

1. outcomes expected are clearly stated
2. conditions under which behavior takes place are established
3. the level of expected performance is stated
4. barriers to objective development are stated

One, two and three answer this statement correctly.

H. Review

For a moment let us review what has been stated concerning objectives. The performance objective should do four things:

1. It should indicate/describe the persons affected;

2. It should describe the behavior expected;

3. It should specify the conditions under which the behavior will take place;

4. It should state the level of performance that is expected.

General Review Questions

Directions; Circle T or F T = True F = False

1. The word "performance"

T F a. specifically indicates a rationale.

T F b. includes the conditions or setting under which behavior occurs.

T F c. must be measurable.

2. Fill in the necessary blanks with the correct word from the following:

Purpose, End, Action, Conditions

A performance objective is an _____ towards which _____ is directed, under certain _____, with a specific _____ in mind.

3. A performance objective should:

a. describe _____ affected

b. describe _____ expected

c. specify the _____ under whichlearning will take place

d. state the level of _____.

4. Label, next to the numbers, the parts of the following objective corresponding to the characteristics of performance objectives.

1. _____ Upon the conclusion of the Title I Dropout Program, (1)
2. _____ 61 female students will demonstrate (2)
3. _____ positive attitudinal change towards (3)
4. _____ school and teachers, as determined by an increase of 12 points on (4) the Attitudinal Inventory

Answers: 1. (a)F; (b)T; (c)T. 2. end, action, conditions, purpose. 3. (a)person; (b) behavior; (c) conditions; (d) performance. 4. order of phrases--(1) conditions; (2) persons; (3) behavior or action; (4) performance level.

Part II--Identifying Child-centered Objectives

Introduction--Part II

Child-centered and project objectives are necessary in all things or actions which are undertaken. We have indicated earlier that objectives are desired outcomes (minimum level achievement) towards which effort or activity (the program) is directed. In the development of a PL 89-313 proposal, it is important that the objectives be based on a formal assessment of needs, and that they be stated so that intent of the program and its activities may be clearly discernable. By stating the identifying behavior, we can build elements of accountability and clarity into Title I activities.

In Part II, child-centered objectives which are relative to PL 89-313 will be identified. When you have completed this part you will be able to: (1) Identify performance oriented action or behavior, (2) identify some indicators for action, (3) distinguish between performance and non-performance terms, and (4) distinguish between child-centered and non-child-centered objectives.

A. Child-centered and Non-child-centered Objectives

If you are going to be able to distinguish between child-centered and non-child-centered objectives, you will need to keep in mind two of the four basic characteristics of child-centered objectives. These two characteristics are: (1) the description of the person who is affected, and (2) the description of the behavior or action intended. During this second part the exercises will be concerned with these two characteristics of child-centered objectives.

Complete the statement using complete sentences.

The characteristics of child-centered objectives stated thus far are:

(a)

(b)

Characteristics of child-centered objectives are (a) a description of the person(s) affected and (b) a description of the behavior or action intended.

B. Performance Oriented Action

Objectives should increase the clarity of actions and activities. Here are four statements which specify possible behavior or action. Which of these four statements in your opinion clearly indicates the expected behavior or action?

Indicate P for performance oriented and NP for non-performance oriented objectives.

_____ Statement 1: The child will retell to the class the events of the incomplete story and make up his own ending based on the events.

_____ Statement 2: To develop recreational and enrichment activities for the class.

_____ Statement 3: The enrichment activities will cover the full school year.

_____ Statement 4: Given the opportunity to observe the surroundings of the school building, the children will illustrate their comprehension of spatial relations and symbolism by drawing maps of the school grounds.

In Statement 1 the child is the person identified as performing the action. The events described by the child and his ending based on the events indicate the action or behavior expected. Statement 1 is written in performance oriented terms.

Statement 2 does not indicate who will be performing the action, nor does it clearly indicate what kind of behavior or action is to occur. It is not stated in performance oriented terms.

Statement 3 gives no indication who will be doing the action, and we are not sure exactly what the word "cover" means. This statement is not in performance oriented terms.

In Statement 4 the person performing the action is identified. The behavior is also identified, in that we have indicated that the children will draw maps of the school grounds. Statement 4 is written in performance oriented terms.

C. Performance and Non-Performance Terminology

This brings us to the third objective of Part II, which is to be able to distinguish between performance and non-performance terms. Behavior that is readily identifiable or observable needs to be stated with action words--usually verbs. It is important that we use action words which are observable and measurable.

Let us consider three statements:

1. "To understand the importance of proper nutrition."
2. "To know how new materials will help in forming his ideas."
3. "To want career guidance information for what he wants to do."

You will notice that in each of these statements the behavior to understand, to know, to want, could be difficult to measure or observe. Understand, know, and want are not by themselves performance oriented. These words indicate that someone is going to charge or that something is expected to happen, but one would have difficulty observing or identifying that change.

Other words which are difficult to relate to specific actions are words such as perceive, like, learn, feel, and love. These words are open to many interpretations. They do not clearly indicate measurable, observable, or identifiable behavior. These words can be used in an explanation of an objective, but must be defined by other descriptive words which clarify the action intended.

The following words, because they are open to few interpretations and indicate observable behavior are commonly used in writing performance objectives. They are: Construct, identify, order, describe, select, compute, interpret, state (orally), rank, list, measure, reply, write, and define.

Select the wordr from the following list that are performance and non-performance oriented. Arrange them in columns under the proper heading.

Accept, list, understand, formulate, know, want, write, estimate, learn, describe, like, respect, feel, compute, measure, develop, order, construct.

Performance oriented terms (Open to few interpretations)	Non-performance oriented terms (Open to many interpretations)

The following verbs should be listed under the performance oriented column: list, formulate, write, estimate, describe, compute, measure, order and construct.

Thus far we have (1) identified behavior which is performance in nature, (2) identified indicators for action, and (3) distinguished between performance and non-performance terms.

D. Distinguishing Between Performance and Non-Performance Objectives

In the fourth objective for Part II we will attempt to distinguish between performance and non-performance objectives in a series of examples. Examine the following statements and decide which one of the statementts is performance oriented.

Indicate P for performance oriented and NP for non-performance oriented objectives.

_____ Statement 1: "To determine the steps used in setting up a terrarium."

_____ Statement 2: "To prepare an art display for the PTA."

_____ Statement 3: "The hard of hearing children in grade 5 will correctly pronounce and use the words on the weekly vocabulary list.

You will note that Statement 3 indicates the person(s) affected or performing in the action, and the behavior that is expected of them. We can say that this more closely resembles a performance oriented statement of objectives. Statements 1 and 2 would be rated as non-performance oriented objectives.

We have identified the person or persons to whom the action is directed, and have described the behavior expected. We are now ready to begin Part III which is concerned with the third and fourth characteristics of child-centered objectives.

Part III--The Construction and Use of Objectives

Introduction

In this part you will increase your understanding of the construction and use of performance objectives by (1) identifying the conditions under which behavior will be demonstrated, and (2) specifying minimum standards of acceptable performance or performance level.

Two characteristics of a performance objective are "person(s)," and "behavior." Name the other two characteristics.

1. _____

2. _____

The four characteristics of a performance objective are: (1) person(s); (2) behavior; (3) conditions; and (4) performance level (criteria).

A. Identifying Conditions for Behavior

1. This section will be concerned initially with developing skill in using the conditions under which behavior will be demonstrated. Consider the following:

   1. "The students will indicate the bargain items."
   2. "Given a selected newspaper page of advertised 'good deals' and another listing the regular retail prices, the students will indicate the true bargain items advertised."

It can be seen that the first objective described the person to whom the action is directed, and the behavior expected. What could be added to an objective to make the behavior more identifiable and observable? In addition to the person and action expected, conditions under which the action is to occur should also be stated. Objectives include the conditions under which the action or behavior will take place.

2. Let us look at the objectives once again. "The students will indicate the true bargain items advertised." Notice that the person affected by the action is stated, and the behavior is specified. However, conditions are not listed.

In the second objective, the condition "Given a selected newspaper page of advertised 'good deals' and another listing the regular retail prices," helps to clarify the behavior that is to take place.

3. In this next objective notice what is wrong.

> The Title I program participants will achieve a higher rate of gain than presently demonstrated. This example includes the person taking part in the action, the action or behavior expected, but the conditions under which the behavior will take place are not listed.

Now let us look at an example where the conditions, the persons performing the action and the kinds of behavior expected are all given.

> As a result of individualized work for one hour daily over a 9-week period (in the Reading Laboratories), the reading communication skills level of 185 ninth grade students will be raised by 1.0 or more years as measured by the Gates-MacGinitie Reading Test.

4. Look at another objective with a condition stated at the beginning. As measured by October Pre- and May Post-testing using the Jastak Wide Range Achievement Test, 1965 edition, the 30 seventh graders who are reading below the fifth grade level will demonstrate an improvement over past years gain in basic reading skills. Here both the conditions (1) and the behavior (2) that is expected of the persons (3) involved in the action are stated in the objective.

5. It can be seen that in writing performance objectives it is helpful to clarify what action is to be taken, and what the conditions for that action are by using terms and expressions such as: "Starting with," "as measured by," "through," "given," "using," and "provided with." These words or phrases, when added to objectives, help to clarify the conditions under which the behavior is to be demonstrated.

6. Study the following objective and identify the condition under which the behavior will take place.

> "The 235 students, identified as potential dropouts, will significantly improve their attitude toward school, staff, and self as measured by the FAATE Inventory and an analysis of training and behavioral incidents records.

Condition: _____

If you selected "as measured by, etc." as the condition clause, you are absolutely correct!

7. Thus far we have turned our attention to a description of the person or persons to whom the action will be directed; a description of the behavior; and the conditions for carrying out that behavior.

B. Specifying Minimum Standards of Acceptable Performance

The final characteristic of an objective is a specification of a minimum level of acceptable performance. Of the four characteristics that can be used to write child-centered objectives, the performance level or minimum specifications may not always be included. A performance level is the acceptable level that is desired when a certain behavior is taken under certain conditions by the persons whom you have identified. It can be stated in different ways. It is more frequently used in very specific objectives, such as those associated with classroom activities, and less frequently used with broad administrative objectives. While it may be easy to specify the number of items needed to pass a test, the minimum requirements of an attitudinal change may have to be expressed in broader terms. For example ". . . will demonstrate a more positive

attitude toward the school and its facilities through a reduction in destructive behavior, as reflected by counselor and police records." A few ways in which performance levels can be specified are: Time limitations; the number of items correct; and a consensus of the teachers or staff on what is required. Look at the following examples and notice how the limit or level is specified:

1. the students will be able to orally substitute a different vowel in order to form a new word (e.g., bad - bed, sit - set) within 30 seconds after the initial word is given.

2. pupils in the program are expected to achieve an increase in performance of at least 1/2 grade level or school year.

3. students will demonstrate a reduction in disruptive behavior as reported by school staff and parents.

Using the following objective, indicate by underlining that part of the objective designating the performance level.

> "Given five job application forms for part- and full-time employment, at least 60 percent of the pupils will be able to read and complete them correctly without assistance."

Criteria: "Correctly without assistance" states the level of desired pupil performance.

Part IV--Writing Client-Centered Objectives

Introduction

In the previous three sections of the text you have been working with ideas and examples concerned with performance objectives. Each section of the text was designed to develop an understanding of the specifics of child-centered objective design. Briefly review the following and check those areas in which you feel you now have understanding.

Section I - A Rationale for Performance

_____ A. The place of performance objectives in a good program design

_____ B. The difference between goals and objectives

_____ C. The characteristics of good performance objectives

Section II - Identifying Performance Objectives

_____ A. Performance oriented action or behavior

_____ B. Indicators of action or behavior

_____ C. Performance and non-performance terms

_____ D. Performance and non-performance objectives

Section III - Construction and Use of Performance Objectives

_____ A. Conditions for behavior

_____ B. Minimum standards of acceptable performance

If there are any areas in which you do not feel competent, go back and review them in the text before proceeding with Section IV. The exercise in Part IV depends on a thorough understanding of the material presented thus far.

In real situations, the objectives may not include all four characteristics. Also, several sentences often may be required to state an objective and include the characteristics. The following examples have been constructed to enable you to gain skill in the writing of performance objectives based on data accumulated through a formal assessment of student needs.

Directions

In the space provided below, write an objective which includes the four characteristics. Use the data given in the examples as the bases for the objective.

Example A: 50 children are reading below grade level, having made reading grade-equivalent gains of 0.7 or less during the previous school year as measured by the Gates-McGinitie Reading Test. (The expected rate of gain for an "average" student is one month for each month of school.)

Write a child-centered objective.

_____

_____

_____

_____

Example B; The 50 children reading below grade level, as measured by the California Achievement Test, were found to be:

1. 2 or more years below grade level in reading comprehension;
2. over 1.5 years below grade level in vocabulary acquisition;
3. making 0.5 or less years rate of gains in reading for each year in school;
4. hard of hearing students.

Write one or more child-centered objectives.

Example C: Gray Bear has started a mini-bus service in Jefferson City. Twelve of the day students attending the State School in Jefferson City would use the bus for transportation to and from school if they knew when and where to meet the bus, how to pay for the transportation and how to make the necessary transfers. Write an instructional objective for teaching these children the skills necessary to use this new transportation system.

Write one or more child-centered objectives.

A suggested way to write child-centered objectives for examples A and B are as follows:

There is more than one possible correct response.

A. The 50 children reading below grade level, will, as a result of participation in the 9 month Title I reading program, show a mean reading rate of gain of at least 0.9 as measured by the Gates-MacGinitie Reading Test.

B. The 50 children identified as being 2 years or more below grade level in reading comprehension and 1.5 years or more below in vocabulary will make a reading rate gain of 1.0 as measured by the California Achievement Test as a result of participation in the Title I reading program over the next school year.

END-PRODUCT EVALUATION AND PERFORMANCE OBJECTIVES

End-product evaluation refers to the program outcomes which are measured specifically against the child-centered objectives of the project.

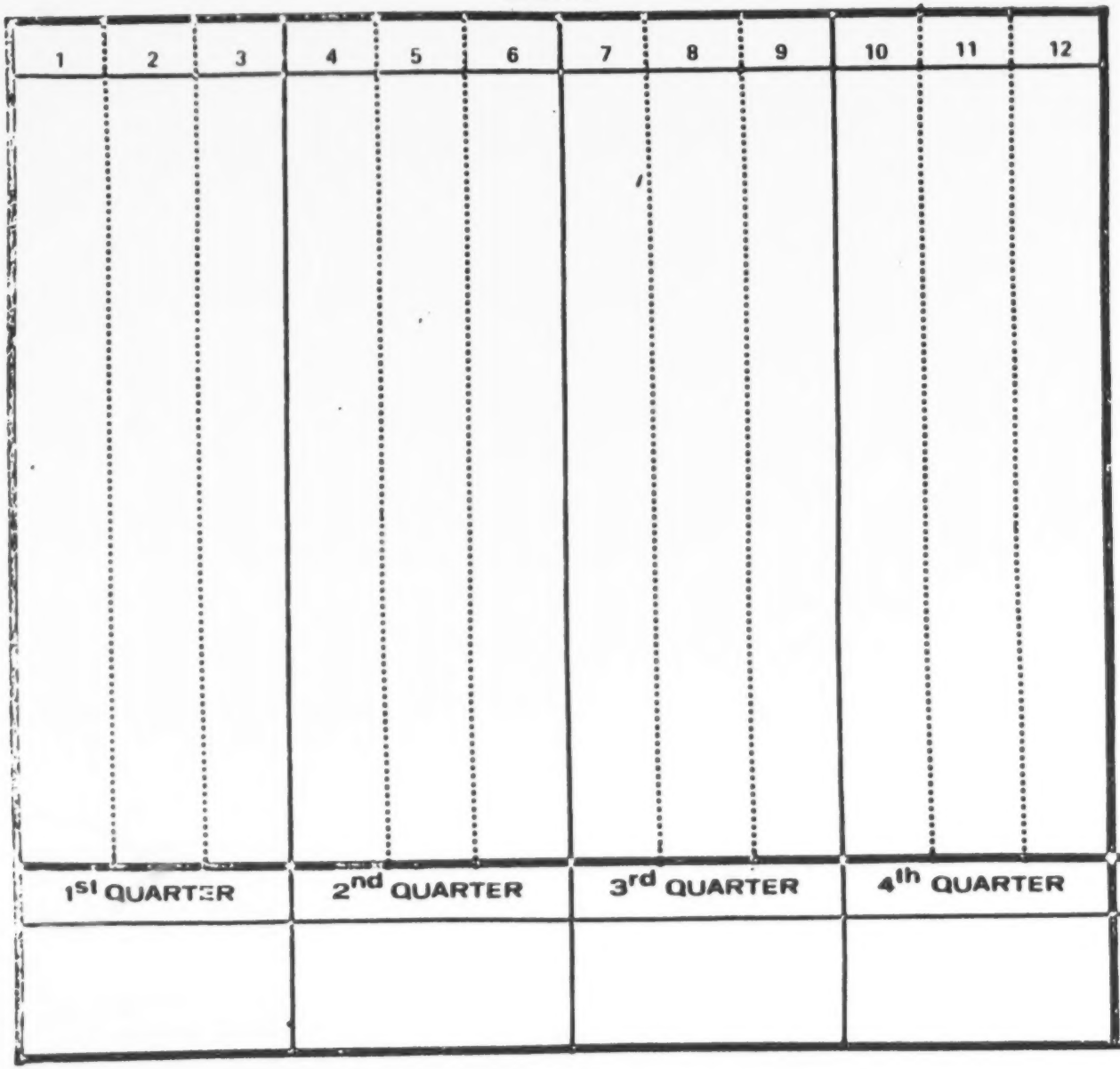
The child-centered objectives aimed at end-product evaluation should indicate clearly the types and kinds of behaviors or actions which are expected as a result of the specific project activities. End-product evaluation allows the project evaluators, the staff, the board of education, faculty, community members, and other groups such as the State Department of Educationl personnel to see clearly whether or not the primary objectives of the project have been accomplished.

In addition to end-product evaluation, periodic checks of objective aims and proper use of project resources should be scheduled at specific intervals during the project's activities.

Appendix F

TIMELINE

TIME LINE FOR CARRYING OUT ACTIVITIES



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Project: Training for Job Hunters		Month	Completion date:									
Action Step	Responsibility	J	F	M	A	M	J	J	A	S	O	N	D
1. Training for teachers	Sally Rockbottom												
a. hire trainers		●											
b. conduct training sessions		●—	—●										
c. test trainees			●										
2. Recruit Clients	John Waterhole												
a. prepare & distribute press releases			●—	—●									
b. contact other agencies			●—	——	——	—●							
c. screen applicants					●—	—●							
d. etc.													
3. Implement Program	Emory Borde, Ph.D.												
a. hold classes in job hunting							●—	—●					
b. client field experience									●—	—●			
c. final classes											●—	—●	
4. Evaluation	Dr. Elmo Slide												●
5. etc.													

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Appendix G

EVALUATION DESIGN

CIPP EVALUATION MODEL

	CONTEXT EVALUATION	INPUT EVALUATION	PROCESS EVALUATION	PRODUCT EVALUATION
OBJECTIVE	To define the operating context, to identify and assess needs and opportunities in the context, and to diagnose problems underlying the needs and opportunities	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, toprovide information for the preprogrammed decisions, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By describing the context; by comparing actual and intended inputs and outputs, by comparing probable and possible system performance; and by analyzing possible cause of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural design for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions, and describing the actual process.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcomes in terms of recorded context, input and process information.
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs or using opportunities, and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for structuring change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify, or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for recycling change activities.

General Expectations of an External Evalutor

The following is an excerpt from a letter which is sent to all external evaluators of PL 89-313 projects.

"General expectations of external evaluations of PL 89-313 projects are as follows:

1. Assist the agency in developing an evaluation plan. In cases where this is not possible, the evaluator should review the plan with agency staff as soon as possible. If modifications result from this discussion, please send a copy of the modified plan to TAP for our records. Enclosed is a description of design consideration when preparing an evaluation plan.

2. Work with the agency staff in evaluating the project activities and/or objectives. This would include identifying appropriate data collection methods and analyzing resulting data. A description of different types of measurement is included for your information.

3. Prepare a final evaluation report and submit it to the TAP staff within 60 days of the end of the grant period. The preparation of this report may be done with agency staff. A suggested report form is included in this section.

The evaluation model suggested by TAP is based on Stufflemean's CIPP (Context, Input, Process, Product) model. A chart is enclosed which briefly describes each of the four parts of the model. In the development of the proposal, we view the planning and needs assessment activities and the identification of the project objectives and goals as context and input evaluation procedures. Process evaluation should take place during the implementation of the project with product evaluation being done toward the completion of the objectives.

Design Considerations for Evaluation Plan
89-313 External Evaluation

I. Process Evaluation (Activities)

A. Purpose: to keep the project on course or provide information to change the project.

B. Method:
1 - Schedule major activities, dates by which to make designs
2 - List intra-personal, intra-agency meetings and important dates related to them
3 - List resource needs, schedules for their procurement
4 - Provide a method of checking on progress, looking at responsibility, and assessing accomplishments (given below is a sample of process evaluation activites for a hypothetical Reading Diagnostic Plan.

Activity (obj.#1)	Date	Evaluation	Responsible	Report
1. Speech Language therapist (S/LT) and S/LT aide assume duties	Nov 15, 198_	Personnel records	Project Director (PD)	
2. Target population prioritized	Nov 20, 198_	Prioritized list	S/LT	list to PD Nov 22, 198_
3. Implementation plan (IP) and short term Objectives written for each student	Dec 1, 198_	IEP team approval of STO	S/LT	report to PD Dec 3, 198_
4. Therapist &aide implement training schedule	Dec 3, 198_	Training schedule	S/LT	report to PD Dec 5, 198_
5. Baseline completed on students	Dec 15, 198_	Complete baseline data/ student	S/LT	report to PD Dec 20, 198_
6. STO reviewed monthly	Ongoing	Written monthly progress reports	S/LT	report quarterly to PD
7. Post-Test (comparison for baseline)	Nov 1, 198_	Compile Post-Test data	S/LT	report results to PD Nov 5, 198_

II. Product Evaluation (Objectives and Goals)

Objectives

A. Purpose: to determine the extent to which performance objectives have been met.

B. Method:

1. List objectives for project

2. For each objective list the following:

a. Method of assessment - test score, observation, self-report, etc.

b. Who is resonsible - staff member, project director, or external evaluator for example.

c. When are assessments to be conducted and completed.

d. Criteria for successful attainment of the objective.

	Objective #1	Method	Who	When	Criteria
1.	Provided with the appropriate communications skills training, 100% of the students selected will increase their skill level a minimum of 25% from baseline, in accordance with their individualized program plan	Compare baseline data to post-test data for each student	External Evaluator	End of training May 15,- 198_	All students selected will increase 25% above their baseline

Goals

A. Purpose: to determine the project's effectiveness at the end of its cycle.

B. Method:

1. List goals for project

2. For each goal, identify the following

a. Method of assessment - survey results, observations, self-report, etc.

b. Who is responsible - external evaluator should be involved.

c. When are assessments to be conducted and completed.

d. Criteria for successful attainment of the objective.

Goal	Method	Who	When	Criteria
25 students will generalize communications skills from training area to living area.	Observe students in living environment	External evaluator	End of Project	25 students can generalize

Some Kinds of Measurement Procedures

Kind of Measurement Procedure	How it Works	What it Records or Categorizes
1. Observe and record behaviors of others	Observer records the behaviors of person(s) in a particular setting or time interval; behaviors are categorized or counted. Setting may be "natural" or simulated. Judgments of quality are not made.	Behaviors, actions, or events
2. Record own behaviors	Respondent maintains a record of events or behaviors involving himself, indicating nature of and/or time spent in activities as they transpire.	
3. Conduct a survey	Respondent records or categorizes events, circumstances, environmental variables, etc., as they apply to himself or others. Judgments of same are not made.	
4. Administer objective tests	Respondent selects or generates responses to given questions intended to assess knowledge, understanding, cognitive variables. Usually self-administered.	What person(s) think, know or feel
5. Collect self-ratings	Respondent records or categorizes own opinions, attitudes values or judgments about himself.	
6. Collect ratings/judgments about others	Respondent records or categorizes judgments about quality or characteristics of some event or person. NOTE: may be reflective or based on immediate observed experience.	
7. Analyze products: a. a work sample b. a product derived from a simulation	Respondent analyzes some document or product in order to determine the extent to which it contains certain elements or meets certain criteria.	Characteristics of tangible objects
8. Analyze existing records or archives	Usage reports, receipts, etc., are analyzed, counted, documented or aggregated.	
9. Produce an inventory	Respondent counts, measures or categorizes certain tangible objects and records results.	

Appendix H

PROJECT BUDGET FORM

KNEIP BUILDING - 700 N. ILLINOIS STREET
PIERRE, SOUTH DAKOTA 57501

Sample

APPLICANT AGENCY	PROJECT
Name of Superintendent/Director (Last, first, middle initial) Smith, John L.	Name of Contact Person (Last, first, middle initial) Terwilliger, Mona L.
Name of Agency/Facility Lakeside Adjustment Training Center	Telephone (Area Code) (Number) (Extension) (605) (234) (4567)
Street Address 3007 South Street	Title Of Project "Individualized Behavior Management Program"
Mailing Address (If different than street address)	Project Duration: From Month Day Year To Month Day Year Sept. 1, 1984 Aug. 1, 1985
City: Anywhere; State: South Dakota; Zip Code: 57575	Type of Project: New XXX Continuation
Telephone (Area Code) (Number) (Extension) (605) (234) (4567)	Funding Source: Title VI-B Project or Preschool P.L. 89- P.L. 89-313
Signature of Superintendent/Director	Signature of Contact Person

Line Item	Requested Amount	In-Kind Matching Amount	Application Amount	Amount Approved
Personnel	$12,536.00	$ 3,000.00		
Fringe Benefits	----	3,000.00		
Travel	300.00	600.00		
Equipment	2,600.00	1,612.00		
Supplies	196.00	109.00		
Contractual/Evaluation	500.00	----		
Other (specify) 1.	-----	----		
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
TOTALS	$16,132.00	$ 8,321.00		

SECTION FOR SPE AL EDUCATION
KNEIP BUILDING - 700 N. ILLINOIS STREET
PIERRE, SOUTH DAKOTA 57501

HANDICAPPING CONDITION	CHILDREN RECEIVING SERVICES							
	0-2 years	3-5 years	6-9 years	10-12 years	13-18 years	19-21 years	21 years +	TOTAL
DB								
ED								
EMH			4	3	8	4		19
HI								
D								
LD								
S								
PH			1		4			5
S/L								
MH				1				1
VI								
OHI								
Totals			5	4	12	4		25

ESS-101-7/84 PROJECT BUDGET FORM

BEST COPY AVAILABLE

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SECTION FOR SPECIAL EDUCATION
KNEIP BUILDING - 700 N. ILLINOIS STREET
PIERRE, SOUTH DAKOTA 57501

ITEM	IN-KIND	REQUESTED
PERSONNEL:		
1. Name: Behavioral Specialist	$ 3,000.00	$12,536.00
Title:		
Fringe Benefits: SS,IT, Medical	3,000.00	
Travel: mileage, airfare	300.00	200.00
Inservice: (3) S.F., Calif., Pierre	300.00	100.00
2. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
3. Name:		
Title		
Fringe Benefits:		
Travel:		
Inservice:		
4. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
5. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
6. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
7. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
8. Name:		
Title:		
Fringe Benefits:		
Travel:		
Inservice:		
Totals	$ 6,600.00	~~$12,836.00~~
CONTRACTUAL/EVALUATION		
1. Name: Samuel Harrison		500.00
Description: Project Evaluator		
2. Name:		
Description:		
3. Name:		
Description:		
Totals	-----	$ 500.00

SA-ES6-101-4/84 Project Budget Form

EQUIPMENT (Please Specify)	IN-KIND	REQUESTED
XKY Video Machine	$ -----	$ 2,500.00
Video Stand	$ 152.00	
Sony Video Monitor	$ 1,460.00	100.00
Totals	$ 1,612.00	$ 2,600.00

SUPPLIES (Please Specify)		
5 Blank (Scotch Brand) Video Cassettes 3/4"	$ 109.00	$ 100.00
BOOKS -		
(1) "A Prescriptive Behavioral Checklist for the Severely/Profoundly Retarded - Dorthoy Popovich Volumes 1-3		35.95
(2) "Responsible Assertive Behaviors - Arthur J. Lange		11.95
Vineland Adaptive Behavior Scale		47.50
Totals	$ 109.00	$ 195.40

OTHER (Please Specify)		
Totals		

COMMENTS (if any):

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SAMPLE

P.L. 89-313 RECORD OF PROJECT TRANSACTIONS

LOCAL AGENCY Lakeside Adjustment Training Center STATE PROJECT NUMBER 85-313-9786

ADDRESS 3007 South Street, Anywhere

STATE South Dakota ZIP 57575

APPROVAL DATE 9/1/84 ENDING DATE 8/1/85

AMOUNT APPROVED $16,132.00

AMENDED -----

AMENDED -----

TOTAL APPROVED $16,132.00

(EXPENDITURES)

DATE	ITEM OR NAME OF VENDOR	SALARY	FRINGE	TRAVEL			*EQUIPMENT	*SUPPLIES	CONTRACTUAL/EVALUATION	BALANCE
				MEALS	MILEAGE	LODGING				$ 9,843.25
6/21	Marge Summit	1,295.00	---	31.00	87.15	38.04				8,392.06
6/23	Triangle School Supply									
	XYZ Video Machine						2,500.00			5,892.06
	Sony Video Monitor						100.00			5,792.06
	5 Blank 3/4" Cassettes							100.00		5,692.06
	BOOKS -									
	Prescriptive...Checklist							35.95		5,656.11
	Resposive ...Behavior							11.95		5,644.16
	Adaptive Behavior Scale							47.50		5,596.66
	(Ending Balance)									$ 5,596.66

1. TOTAL 89-313 FUNDS RECEIVED TO THIS DATE $ 6,288.75

2. TOTAL 89-313 FUNDS REQUESTED THIS MONTH $ 4,246.59

(*Equipment and Supplies must be accompanied by receipts.)

I declare and affirm under the penalties of perjury that this claim has been examined by me, and to the best of my knowledge and belief is in all things true and correct.

Authorized Representative

Date

No. 84-313-1

Appendix I

SELF-REVIEW FORM

PREAMBLE TO SELF-REVIEW

This self-review is intended to provide specific assistance to the individual who writes the PL 89-313 project proposal. As you write your proposal, follow the self-review and check off each standard as you include it in your proposal. These standards are taken directly from the guidelines for proposal preparation. References to pages in the guidelines are given with most statndards. All of those standards with a priority rating of "A" must be answered on your self-review. Of those with a priority rating of "B", 86% must be answered "Yes".

When you have met the criteria as established above, mail in your self-review along with two (2) copies of your proposal. The TAP staff will rate your proposal, using the same standards with which you completed your self-review. If the self-rating and TAP staff ratings are highly correlated, the proposal will be sent to the Section for Special Education, DESE. If the correlation between ratings is low, a telephone conference between agency and TAP staff will be a first step in clarifying differences.

There are a few changes from previous years in the proposal criteria. The most important of the changes are those related to the continuation project. Read that <u>new</u> section carefully if you are writing a continuation project.

TECHNICAL ASSISTANCE PROJECT
89-313 PROJECT PROPOSAL REVIEW

Agency: _____
Date: _____
Reviewer: _____

	STANDARD	PR	YES	NO	NEEDS/COMMENTS
I.	TITLE PAGE				
	1) Does the proposal have a title page? (P. 10, Guidelines and Appendix B)	A			
II.	TABLE OF CONTENTS				
	1) Does the proposal have a Table of Contents? (P. 11)	A			
III.	ABSTRACT				
	1) Does the proposal have an Abstract? (P. 11)	A			
	a) Are the goals of the project stated?	B			
	b) Are the objectives stated?	B			
	c) Is the project design summarized?	B			
IV.	BUDGET AND BUDGET JUSTIFICATION				
	1) Is the budget written category by category?	A			
	2) Are funds other than 89-313 to be utilized in this project? (P. 11 and Appendix c)	A			
	a) If so, is the funding source identified?	B			
	b) Is the total budget to be supplied by that source identified?	B			
	3) Is this project a continuation of a previous year's project? (If not, go on to IV. 4)	A			
	a) If so, how is the phase of the project identified?	A			

TECHNICAL ASSISTANCE PROJECT
89-313 PROJECT PROPOSAL REVIEW

Agency: _____
Date: _____
Reviewer: _____

	STANDARD	PR	YES	NO	NEEDS/COMMENTS
I.	TITLE PAGE				
	1) Does the proposal have a title page? (P. 9, Guidelines and Appendix B)	A			
II.	TABLE OF CONTENTS				
	1) Does the proposal have a Table of Contents? (P. 10)	A			
III.	ABSTRACT				
	1) Does the proposal have an Abstract? (P. 10)	A			
	a) Are the goals of the project stated?	B			
	b) Are the objectives stated?	B			
	c) Is the project design summarized?	B			
IV.	BUDGET AND BUDGET JUSTIFICATION				
	1) Is the budget written category by category?	A			
	2) Are funds other than 89-313 to be utilized in this project? (P. 10 and Appendix H)	A			
	a) If so, is the funding source identified?	B			
	b) Is the total budget to be supplied by that source identified?	B			
	3) Is this project a continuation of a previous year's project? (If not, go on to IV. 4)	A			
	a) If so, how is the phase of the project identified?	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
BUDGET AND BUDGET JUSTIFICATION (cont.)				
b) If so, is the projected level of funding to be requested in subsequent phases of the project identified?	B			
If the answer to (b) is no, explain your rationale for not providing the projected level of funding.				
4) Are budgeted funds to be used to cover administrative costs?	A			
a) If so, are the administrative services for which dollars are to be spent justified?				
5) Are funds to be used for the payment of tuition or fees for handicapped children?	A			
6) Are funds to be used for the cost of transportation of handicapped school children? (Answer a or b and c)	A			
a) If the answer is "Yes," explain how the transportation is essential to the child's safety.	A			
or				
b) Would the child be unable to participate in special education services if the transportation was not paid by 89-313 funds?	A			
and				
c) Explain what efforts were made to secure other resources for transportation.	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
BUDGET AND BUDGET JUSTIFICATION (cont.)				
7) Are budgeted funds to be used for purchase of equipment?	A			
a) If so, is a justification for the expenditures provided?				
8) Are budgeted funds to be used for remodeling or expansion of your facility(ies)?	A			
a) If so, is a justification for the expenditure provided?				
9) Is the budget justification completed? (P. 11)	A			
a) Do the funds requested correspond to the project objectives and activities?	A			
b) Does the budget justification include a description of how costs were allocated?	A			
10) Is the total dollar amount requested specified?	A			
V. PROJECT NARRATIVE				
A. PLANNING				
1) Is the project planning outlined in the project narrative? (P. 12)	A			
a) Was a Parent Advisory Council utilized in the planning?	B			
b) Are procedures for identifying the problem described or was an analysis of the previous phase described?	B			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
PLANNING (cont.)				
c) Is the method of prioritizing program needs identified?	B			
d) Are the people involved in the planning process identified?	B			
2) Does the proposal contain an outline of human resources committed to the project by your agency? (P. 12)	A			
3) Does the proposal contain an outline of material resources committed to the project by your agency? (P. 12)	B			
4) Were outside agencies and individuals involved in planning? (P. 12)	B			
a) If so, were federal and state agencies involved?				
b) Were local agencies involved?				
B. STATEMENT OF NEEDS				
1) Does the proposal contain a Statement of Needs? (P. 13 and Appendix D)	A			
a) Does the statement describe the existing special education program?	B			
b) Does the statement specify the number of handicapped children (under age 22) served by your facility?	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
STATEMENT OF NEEDS (cont.)				
2) Does the statement of needs specify the strengths of the existing program? (P. 13)	A			
3) Does the statement of needs specify the needs of the existing program? (P. 14)	A			
4) Does the statement of needs explain why the problem exists? (P. 14)	A			
a) Is formal needs assessment data presented to substantiate the existence of the problem?	A			
b) Are problem areas identified as a result of an accreditation or review process?	A			
c) If a continuation project, did you append a copy of your final report for the previously funded phase?	A			
5) Does the statement of needs include a statement of the problem? (P. 14)	A			
C. PROJECT GOALS				
1) Are the project goals specified? (P. 14)	A			
a) Are they observable?	A			
b) Are they measurable?	A			
c) Are they directly related to the needs as identified in the statement of needs?	B			
d) Were parents able to provide input into establishing the goals?	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
D. PERFORMANCE OBJECTIVES				
1) Are the performance objectives of the project specified? (P. 14)	A			
a) Are they observable?	A			
b) Are they written such that they can be measured?	A			
c) Are they child-centered?	A			
NOTE: The Handbook on Writing Objectives in Appendix E provides additional information to the proposal writer.				
E. ACTIVITIES				
1) Is there an activity (plan of action) for each performance objective? (P. 16 and Appendix F)	A			
a) Is there a time line for each activity?	A			
F. PROGRAM DESIGN				
1) Does the proposal contain a program design? (P. 17)	A			
a) Does the program design contain a description of the target population? (P. 17)	B			
b) Does the program design contain a description of the instructional materials that will be purchased or produced by this grant? (P. 18)	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
PROGRAM DESIGN (cont.)				
c) Does the program design contain a description of the equipment that will be purchased by this grant? (P. 18) NA _____ .	A			
i) Is there an explanation of how the equipment will be utilized on the proposed project?	A			
d) Does the program design identify how consultants that will be hired by grant monies will serve to achieve project goals?	A			
e) Does the program design identify staff positions that will develop as a result of project monies?	A			
i) If so, are job descriptions for each position included in the project proposal?	A			
2) If inservice training of the staff is part of this project, is there a description of it? NA _____ .	A			
3) If parent/guardian inservice training is a part of this project, is there a description of it? NA _____ .	A			
4) Is there an explanation of how the project elements will solve the problems identified in the statement of needs?	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
G. EVALUATION				
1) Does the evaluation design describe the methods of measuring each activity? (Process Evaluation) (P. 19 and Appendix G)	A			
a) Does the evaluation design for process-evaluation (activities) indicate time lines?	A			
b) Are the people responsible for carrying out each portion of the process evaluation identified?	A			
c) Does the evaluation provide for a system of checking off of the activities of the project as completed?	A			
2) Does the evaluation design describe the methods of measuring each performance objective of the project? (Product Evaluation)	A			
a) Does the evaluation design for product evaluation (performance objectives) indicate time lines?	A			
b) Are the people responsible for carrying out each portion of the product evaluation (performance objectives) identified?	A			
c) Does the evaluation design for product evaluation (performance objectives) indicate criteria for the objectives?	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
EVALUATION (cont.)				
3) Does the evaluation design describe the methods for measuring each project goal? (P. 19)	A			
a) Does the evaluation design for project goals indicate time lines?	A			
b) Are the people responsible for carrying out each portion of the evaluation of project goals identified?	A			
c) Does the evaluation design for project goals indicate criteria for the objectives?	A			
4) Does the evaluation design describe the external evaluator?	A			
a) Is the role of the external evaluator clearly identified?	A			
H. DISSEMINATION				
1) Is there a description of the dissemination of the project results? (P. 20)	A			
a) Does the description include a statement regarding the source of the funds by which the project was run?	A			
I. APPENDICES				
1) Does the project proposal contain appendices of supplementary materials? (P. 21)	A			

STANDARD	PR	YES	NO	NEEDS/COMMENTS
APPENDICES (cont.)				
a) Are the materials identified in the Table of Contents?	B			
b) Is formal needs assessment or evaluation data available in an appendix? (Appendix G)	A			
c) Are vitae for project personnel available in an appendix?	B			
d) Are job descriptions of project personnel in an appendix?	B			
VI. FORM 9025				
1) Is Form 9025 completed? (P. 22 and Appendix H)	A			
VII. LOGISTICS				
1) Have you included the self-review with your agency's proposal? (P. 23 and Appendix I)	A			
2) Have you included two (2) copies of your agency's proposal for TAP review team?	A			

Appendix J

FEDERAL REGULATIONS

FEDERAL REGULATIONS FOR STATE OPERATED PROGRAMS
FOR HANDICAPPED CHILDREN

Subpart A -- General

§116b.1 Scope.

This Part applies to programs and projects assisted under section 121 of Title I of the Elementary and Secondary Education Act of 1965, as amended.

(20 U.S.C. 241c-1)

§116b.2 Other applicable regulations.

Programs and projects assisted under this Part are also subject to the following regulations:

(a) Part 116 of this chapter (general requirements relating to Title I of the Act, including §116.5 Approval by State educational Agency of applications from applicant agencies, §116.7 Reports by State educational agencies, §116.31 Cooperative projects, and §116.40 Title I funds supplementary to State and local funds), except that §116.40(b) (Use of funds for services which the applicant is required to provide) does not apply; and

(b) Parts 100, 100b, and 100c of this chapter (relating to fiscal, administrative, property management, and other matters).

(20 U.S.C. 241c-1)

§116b.3 Definitions.

As used in this Part (in addition to the definitions set forth in Parts 100 and 116 of this chapter):

"Handicapped children" includes those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped,

seriously emotionally disturbed, or other health impaired, who because of those impairments need special education.

"Related services" is used in this Part as defined in §121a.13 of this chapter.

"Special education" is used in this Part as defined in §121a.14 of this chapter.

"State agency" means an institution or agency of the State which has direct responsibility established under State law for providing free public education for handicapped children.

"State-operated school" means a school or a program which is administered directly by a State agency.

"State-supported school" means a school or program operated under contract or other arrangement with a State agency.

(20 U.S.C. 241c-1; 20 U.S.C. 1401 (16), (17))

Comment. A State agency may use funds under this Part only to serve those handicapped children for whom the agency is directly responsible for providing free public education. The State agency may serve those handicapped children in State-operated or in State-supported schools. Although typically the State agency contributes a significant portion of the cost of providing education to handicapped children in State-supported schools, the extent of that contribution is irrelevant as long as the State agency is legally responsible for providing education to the handicapped children in that State-supported school.

Subpart B -- State Educational Agency Participation

§116b.10 Submission of annual program plan

(a) A State educational agency shall submit a general application and an annual program plan to the Commissioner as provided in §116.3 of this chapter.

(b) (1) The annual program plan must include a description of each project funded under this Part, including each project conducted by a local educational agency.

(2) The description of a project must include:

(i) The project number, if any,

(ii) A brief narrative description of the project,

(iii) The project location,

(iv) The number of children to be served in the project,

(v) The number of personnel to be hired for the project, and

(vi) The amount of funds provided under this Part to be spent on the project.

(3) Each project description must be reported under the heading of the State agency from which the project receives its funds. If a project receives funds from more than one State agency, that project may be listed under a separate heading.

(20 U.S.C. 1232(c) (2), 241c-1, 241f)

§116b.11 Submission of financial status and performance reports.

(a) Each State educational agency shall submit a final Financial Status Report and a Performance Report annually to the Commissioner, as required in Subparts P and Q of Part 100b of this chapter.

(b) If funds are carried over from the previous fiscal year, under §100b.55 of this chapter, the State educational agency shall submit a separate Financial Status Report and a separate Performance Report with respect to those funds.

(20 U.S.C. 241c-1)

§116b.12 State educational agency as fiscal agent.

The State educational agency may act as the fiscal agent of the State agency in disbursing funds under this Part, including transfers of funds to local educational agencies under Subpart D of this Part.

(20 U.S.C. 241c-1)

§116b.13 Other State educational agency responsibilities.

In addition to those requirements in Part 116 of this chapter, each State educational agency shall:

(a) Determine whether each State agency is eligible for a grant under this Part;

(b) Assist State agencies and local educational agencies in the development, implementation, evaluation, and supervision of projects under this Part;

(c) Assist State agencies and local educational agencies in determining and reporting daily average attendance of handicapped children under Subpart E of this Part;

(d) Insure that all handicapped children served with funds under this Part are receiving special education in a program which meets the State educational agency standards under §116b.51;

(e) Insure that the information reported under §116b.44(b) is accurate; and

(f) Develop and implement procedures to monitor all projects.
(20 U.S.C. 241c-1)

§116b.14 Reallocation of funds between State agencies.

The State educational agency shall reallocate funds (subject to the prior written approval of the Commissioner) between State agencies if a handicapped child who generated funds in one participating State agency is transferred to another participating State agency.
(20 U.S.C. 241c-1)

Subpart C -- State Agency Participation

§116b.21 Project application requirements.

(a) In order to receive a grant under this Part, a State agency must submit a project application to the State educational agency.

(b) A project application must:

(1) Meet the requirements in Subpart D of Part 116 of this chapter;

(2) Set forth the number of handicapped children to be served with funds under this Part;

(3) Describe the nature and purpose of the proposed project and include measurable child-centered objectives;

(4) Identify each school in which the handicapped children are enrolled, the number of those students, and their ages and handicapping conditions;

(5) Describe the educational services currently being provided for handicapped children with State and local funds in each of these schools;

(6) Provide an assessment and description of the needs of those children for special education and related services based on the best available data, including data on their past educational performance;

(7) Describe each educational service to be provided with funds under this Part to meet the needs assessed and described under paragraph (b) (6) of this section;

(8) Describe any proposed training for the school staff and for the parents of those children;

(9) Describe the procedures which will be used to evaluate the effectiveness of the project;

(10) Describe the nature and extent of any proposed coordination with other Federal, State, or local agencies, or related programs, in the development, operation, and administration of the program or project assisted under this Part;

(11) Provide for educational services and training for parents of those children, to the extent that parental understanding of the services being provided to their children could contribute to the effectiveness of the program or project;

(12) Describe the procedures to be used in developing and implementing the individualized education program which must be provided for each handicapped child under Part 121a of this chapter;

(13) Describe the procedures which were used to give parents of these children an opportunity to participate in the development of the project application;

(14) Describe the methods of dissemination of project information.

(20 U.S.C. 241c-1)

§116b.22 Parental participation in the development of the project application.

Each State agency shall provide parents of the children to be served with funds under this Part with an opportunity to participate in the development of its project application.

(20 U.S.C. 241c-1; 1231d)

§116b.23 State agency responsibilities.

Each State agency shall:

(a) Coordinate and consult with its State educational agency in the development, implementation, supervision, and evaluation of programs and projects assisted under this Part; and

(b) Provide reports to the State educational agency as necessary to enable the State educational agency to fulfill its administrative and fiscal responsibilities under this Part and Part 116 of this chapter.

(20 U.S.C. 241c-1)

§116b.24 Children who may be served.

A State agency may use funds under this Part only for programs and projects (including the acquisition of equipment and, where necessary, the construction of school facilities) which are designed to meet the special educational needs of handicapped children for whom the State agency is directly responsible for providing free public education.

(20 U.S.C. 241c-1)

§116b.25 Reporting by State agency of children transferring to a local educational agency program.

(a) Each State agency which receives funds under this Part shall submit an annual report to the State educational agency of all handicapped children who:

(1) Were counted in average daily attendance under section 121 of the Act during the school year 1971-1972 or in a subsequent year; and

(2) Will leave or have left the special education program operated or supported by that agency in order to participate in a special education program operated or supported by a local educational agency.

(b) The State educational agency shall prescribe the manner of submitting the report.

(c) Each State agency shall insure that the report includes:

(1) The name of each child (or other information used by the State to identify the child),

(2) A description of each child's handicapping condition (or other information used by the State to identify the handicapping condition), and

(3) The name of the local educational agency in which the child will enroll.

(20 U.S.C. 241c-1)

Subpart D -- Local Educational Agency Participation

§116b.30 Local educational agency project application.

(a) In order to receive funds under this Part, a local educational agency must submit a project application to the State educational agency.

(b) The application must meet the requirments in §116b.21 and include any other information the State educational agency requires to perform its duties under this Part.

(c) The State educational agency may reduce the amount of information submitted under §116b.21, if the local educational agency serves five or fewer handicapped children under this Part.

(20 U.S.C. 241c-1)

§116b.31 Transfer of funds to local educational agencies.

A local educational agency may receive funds under this Part to serve a handicapped child if:

(a) The handicapped child left an educational program for handicapped children operated or supported by a State agency in order to participate in a program operated or supported by the local educational agency;

(b) The child continues to receive an appropriately designed educational program; and

(c) The State agency transfers the funds generated by the child under this Part to the local educational agency.

(20 U.S.C. 241c-1)

Comment. 1. Under the statute, it is the responsibility of the State agency to transfer funds to a local educational agency. However, under §116b.12, the State educational agency may transfer the funds directly to the local educational agency as the fiscal agent of the State agency.

2. The local educational agency receives funds based on the number of transfer children that it serves. Subpart E provides the rules for counting these children. The local educational agency submits its count to the State educational agency.

3. It should be noted that funds generated by the count of a child in one year are not available until the following year. Because of this one-year delay in the availability of funds, the determination of which agency (local or State) should receive the funds can become a complex problem. The following clarifications are provided to assist in determining whether or not the transfer of funds to a local educational agency is mandatory.

(a) The local educational agency may receive all funds generated by a child whom the local educational agency counted in the previous year, subject to the compliance by the local educational agency with the requirements of this Part.

(b) The State agency may (but is not required to) transfer to the local educational agency funds generated by a child whom the State agency counted in the previous year. For example, the transfer of funds is optional in the following situations: (1) The State agency counts a child on October 1 and the child enrolls in the local educational agency following that count but during the same school year. The State agency may decide to transfer the funds to the local educational agency when these funds become available (the following year) or may decide to retain those funds for use on other counted handicapped children in that State agency. (If the local educational agency then counts the child, the following year's funds must be transferred.) (2) The State agency counts a child on October 1 of one school year and the child enrolls in the local educational agency the following school year (the year the funds become available). The State agency may decide to transfer

those funds to the local educational agency at the time of the child's enrollment in the local educational agency or may decide to retain those funds for use for other counted handicapped children in that State agency. In examples (1) and (2), uncounted handicapped children may be served on a space available basis (§116b.55).

Although the transfer of funds to the local educational agency is optional under the examples in paragraph (b) above, the State agency may wish to take into account the following in exercising its option: whether or not the State agency continues to maintain approved projects, the number of children who have left the State agency and who are currently enrolled in a local educational agency, and the number of children in approved projects in the State agency.

(c) If a child has left the local educational agency, §116b.33 governs the use of the funds.

§116b.32 Local educational agency use of funds.

(a) A local educational agency which receives funds under this Part shall use those funds to supplement the appropriately designed education for handicapped children provided by that agency.

(b) (1) The local educational agency may enter into a contract or other arrangement with other agencies and schools, intermediate school districts, or the State educational agency, subject to Subpart I of Part 100b of this chapter, for carrying out activities under this Subpart.

(2) The local educational agency shall administer or supervise those activities.

(20 U.S.C. 241c-1(d))

§116b.33 Funds attributable to children who leave the local educational agency.

(a) The State agency shall not transfer funds to a local educational agency if all handicapped children counted under this Part cease to be enrolled in that local educational agency.

(b) If a handicapped child counted under this Part ceases to be enrolled in the local educational agency, that local educational agency shall notify the State educational agency, and the State educational agency shall require the local educational agency to either:

(1) Retain funds generated by that child under this Part to be used for the other handicapped children enrolled in that local educational agency; or

(2) Return all or a portion of those funds to a State agency in which that child was formerly enrolled.

(20 U.S.C. 241c-1(d))

§116b.34 Funds not used by a local educational agency.

If a local educational agency is unable or unwilling to use all or part of the funds available to it under this Part, the State educational agency shall transfer the funds to the State agency in which the handicapped children counted under this Part were formerly enrolled.

(20 U.S.C. 241c-1(c) and (d))

Subpart E -- Amount of Grants and Counting Average Daily Attendance

§116b.40 Amount of grants.

(a) Formula for determining the amount of grant. A State agency is eligible to receive an amount of funds as computed under the formula in section 121(b) of the Act.

(20 U.S.C. 241c-1(b))

(b) Minimum payment. In any fiscal year prior to October 1, 1978, no State shall receive an amount of funds under this Part which is less than 100 percent of the amount which that State received in the prior fiscal year under section 121 of the Act.

(20 U.S.C. 241c-5)

§116b.41 Eligibility of children to be counted.

(a) A handicapped child may be counted in average daily attendance for the purpose of computing a grant under section 121(b) of the Act, if:

(1) The child is on the membership roll of a State-operated school;

(2) The child is on the membership roll of a State-supported school; or

(3) The child was counted in average daily attendance by a State agency during the school year 1971-1972 or a subsequent year and is now enrolled in a program operated or supported by a local educational agency;

(ii) The child was enrolled in the State agency school for at least one school year (which may not be less than 180 school days);

(iii) The child continues to receive an appropriately designed educational program; and

(iv) The State agency transfers to the local educational agency in whose program the child is enrolled an amount equal to the sums received by the State agency under this Part which are attributable to that child.

(b) There is no minimum number of hours that a child must be receiving educational services per day in order for the child to be eligible to be placed on a membership roll under this section. The length of a school day shall be determined solely by the needs of the handicapped child, as reflected in the child's individualized education program.

(20 U.S.C. 241c-1(b))

§116b.42 Education by more than one agency.

If a handicapped child is receiving free public education from more than one State agency, the State agency which is primarily responsible for the child's education (as determined by the State educational agency) shall be the only State agency to count that child under this Part.

(20 U.S.C. 241c-1)

§116b.43 Average daily attendance computation.

For the purposes of this Part, average daily attendance means the total membership enrollment of handicapped children who are counted under §116b.41.

(20 U.S.C 241c-1(b))

§116b.44 Dates for counting and reporting average daily attendance.

(a) State agency and local educational agency. Each State agency and local educational agency shall count handicapped children (as specified in §116b.41) on their membership rolls as of October 1 of each year and shall report their average daily attendance to the State educational agency.

(b) State educational agency. The State educational agency shall submit a report to the Commissioner by the following November 15 which sets forth the information submitted under paragraph (a) of this section.
(20 U.S.C. 241c-1(b) and (d))

§116b.45 Children counted under section 123.

A handicapped child who is counted in average daily attendance for the purpose of computing a grant under section 123 of the Act (program for neglected or delinquent children) may not be counted under this Part.
(20 U.S.C. 241c-1(b))

§116b.46 Children counted under Part B of the Education of the Handicapped Act.

A handicapped child who is counted for the purpose of computing a grant under Part B of the Education of the Handicapped Act may not be counted under this Part.
(20 U.S.C. 241c-1(b))

Comment. Effective October 1, 1977, section 611 (a) (5) (A), (iii) of Part B of the Education of the Handicapped Act requires that children counted under this Part cannot be counted under Part B. (References to other requirements of Part B are under Subpart H.) However, handicapped children who receive special education and related services from a State agency directly responsible for providing them with free public education may be counted under this Part or under Part B. In addition, handicapped children counted or eligible to be counted under this Part may be served with Part B funds, if all requirements of Part B are met.

Subpart F -- Program Requirements

§116b.50 The educational program.

(a) Each handicapped child counted under this Part must be provided with an educational program designed to meet the child's special educational needs.

(b) The entire amount of funds generated by a child under this Part need not be spent on that child, as long as some of the funds are used to meet his or her individual special education needs. The remaining funds generated by that child may be spent on other handicapped children who are enrolled in the State-operated or State-supported school where the child is located, and who were counted under §116b.41.

(c) A project may be supported in whole or in part with funds provided under this Part. However, a State agency shall not use funds under this Part to pay for its entire educational program for handicapped children.

(20 U.S.C. 241(c) and (d))

Comment. The benefits a child receives must be designed to meet the child's individualized special education needs. For example, the services of a State agency coordinator would not meet this requirement, unless the State agency can document that those services were designed to meet the child's individualized special education needs. Under Part B of the Education of the Handicapped Act, all special education and related services must be provided under an individualized education program. See §§121a.340-121a.349 of this chapter.

§116b.51 State standards.

(a) The State educational agency shall have standards insuring that each handicapped child counted under this Part receives an appropriately designed education.

(b) The State educational agency shall insure that every child in a State-supported school is provided an education which meets the standards of the State educational agency.

(20 U.S.C. 241c-1)

§116b.52 Maintenance of direction and control.

Each State agency and local educational agency which provides services with funds under this Part through contracts with other public or private agencies (such as hospitals, clinics, colleges, universities, and elementary and secondary schools) must maintain those services under its administrative and supervisory direction and control. A State agency or local educational agency may not provide all those services to handicapped children through contracts with other agencies.

(20 U.S.C. 241c-1)

§116b.53 Dissemination.

Each State agency and local educational agency shall have effective procedures for acquiring and disseminating to teachers, administrators, and parents significant information derived from special educational research, demonstration and similar projects, and for adopting, where appropriate, promising special educational practices developed through these projects for use in program planning and operation under this Part.

(20 U.S.C. 241c-1)

§116b.54 Construction and equipment.

(a) Construction undertaken and equipment purchased under this Part are subject to the requirements of §116b.32 of this chapter.

(b) Each State agency and local educational agency shall insure that appropriately trained staff will be available to use and operate any equipment acquired with funds under this Part.

(20 U.S.C. 241c-1)

§116b.55 Participation of children who were not counted.

Children who may be counted under §116b.41 but who were not counted, may participate in projects on a space available basis if:

(a) All children who were counted are receiving benefits from funds made available under this Part; and

(b) All children who were counted are receiving an appropriately designed education commensurate with their needs.

(20 U.S.C. 241c-1)

§116b.56 Participation in programs under Part 116a.

Nothing in this Part precludes handicapped children from participating in projects funded under Part 116a of this chapter.

(20 U.S.C. 241c-1)

Subpart G -- Allowable Costs

§116b.60 General.

(a) Cost principles. Allowability of costs incurred under this Part is determined in accordance with the cost principles referenced in §100b.81 of this Chapter and with part 100c of the chapter.

(b) Expenditures.

(1) Each agency may use funds under this Part for expenditures which are reasonably necessary for activities directly related to the conduct of programs and projects to meet the special education needs of handicapped children.

(2) Permissible expenditures may include planning, evaluating, and disseminating the results of those activities.

(3) Administrative costs are allowable subject to section 143(b) of the Act (administrative costs of the State educational agency), and to Parts 100b and 100c of this Chapter.

(20 U.S.C. 241c-1 and 241g(b))

§116b.61 Special education and related services.

(a) Each agency may use funds under this Part for the costs of special education and related services for handicapped children.

(b) The State agency may provide agency-wide services (in addition to services located in particular schools) under this Part, if it determines that the educational needs of handicapped children will be better served by that method of programming.

(20 U.S.C. 241c-1)

§116b.62 Tuition and services.

(a) Tuition. An agency shall not use funds under this Part for the payment of tuition or fees.

(b) Services. Parents of handicapped children served under this Part shall not be charged for special education or related services provided for those children (including the cost of room and board and

non-medical care which are provided in an institutional residential care facility in which the child is placed for educational purposes).
(20 U.S.C. 241c-1)

§116b.63 Transportation costs.

Expenditures for transportation of handicapped children are allowable only under the following conditions:

(a) The State educational agency has determined that the transportation is essential to ensure the child's safety or to enable the child to benefit from the special education or the other related services being provided;

(b) The school in which the child is enrolled has made reasonable efforts to secure other means of or resources for transportation of the child;

(c) There is no State law requiring the provision of the service; and

(d) The transportation is not normally provided to other handicapped children by the agency in whose educational program the child is enrolled.
(20 U.S.C. 241c-1)

Subpart H -- Requirements Under Part B of the Education of the Handicapped Act

§116b.70 Part B regulations.

Regulations under Part B of the Education of the Handicapped Act are located in Part 121a of this Chapter.
(20 U.S.C. 1417(b))

Comment. The Commissioner advises each recipient to read the relevant regulatory provisions in Part 121a, since those regulations provide additional specific rules for meeting the requirements in §§116b.71 through 116b.74.

§116b.71 Supervision of programs for handicapped children.

Section 612(6) of the Education of the Handicapped Act requires that the State educational agency be responsible for ensuring that all educational programs for handicapped children within the State, including all programs administered by any other State or local agency, are under the general supervision of persons responsible for educational programs for handicapped children in the State educational agency.
(20 U.S.C. 1412(6))

§116b.72 Use of funds for handicapped children.

(a) Section 613(a) (2) of the Education of the Handicapped Act requires that each State to insure that funds provided under this Part to assist in the education of handicapped children are used only in a manner consistent with a goal of providing a free appropriate public education for all handicapped children.

(b) Paragraph (a) of this section does not limit the requirements of this Part or of section 121 of the Act.
(20 U.S.C. 1413(a) (2))

§116b.73 State educational agency standards.

Section 612(6) of the Education of the Handicapped Act requires that any activity to assist the education of handicapped children under this Part meet the educational standards of the State educational agency.

(20 U.S.C. 1412(6))

§116b.74 Withholding payments for noncompliance

(a) Section 616(a) (2) (B) of the Education of the Handicapped Act provides that the Commissioner may withhold payments available under this Part for assisting the education of handicapped children:

(1) For failure to comply substantially with any provision of section 612 or 613 of the Education of the Handicapped Act; or

(2) In the administration of the annual program plan under Part B of the Education of the Handicapped Act for failure to comply with:

(i) Any provision of Part B of the Education of the Handicapped Act; or

(ii) Any requirements in the application of a local educational agency or intermediate educational unit approved by the State educational agency under that annual program plan.

(b) The Commissioner must use the notice and hearing procedures in section 616 of the Education of the Handicapped Act before withholding payments under this section.

(20 U.S.C. 1416)

B21

89-313 GRANTWRITING WORKSHOP
PARTICIPANT ASSESSMENT

Purpose: Your assessment of this workshop will assist the planners in their efforts to provide a high quality training experience for you, the participant. We appreciate your frank appraisal of the workshop.

Directions: Do not sign your name to this questionnaire. Any additional comments you wish to make can be written on the back side. Please answer all of the questions.

The following questions are in reference to the workshop in its entirety.

	Very Poorly	Poorly	Well	Very Well	Exceptionally Well
1. How well were the purposes and objectives of this workshop explained to you?	1	2	3	4	5
2. How well organized (the sequence of activities) was this workshop?	1	2	3	4	5
3. How well did this workshop meet your individual needs as a grantwriter?	1	2	3	4	5
4. How well do you feel you know the workings of PL 89-313 as it relates to your project?	1	2	3	4	5
5. How well do you feel you understand the proposal review procedures that are to be used by the TAP VII staff?	1	2	3	4	5

The following questions refer to the workshop sessions on "Organization and Development of the Proposal"

As a result of attending the workshop:

	None	A Little	Some	Much	Great
6. To what degree do you feel you improved your understanding of how the 89-313 proposal should be organized?	1	2	3	4	5
7. To what degree do you feel you understand the purpose of a needs assessment?	1	2	3	4	5
8. To what degree do you feel you are able to independently complete a needs assessment?	1	2	3	4	5

	None	A Little	Some	Much	Great
9. To what degree do you feel you understand the prupose of establishing goals and objectives for your project?	1	2	3	4	5
10. To what degree do you feel you can independently write clear, concise, and measureable goals and objectives for your project?	1	2	3	4	5
11. To what degree do you feel you can independently complete a budget (including 9025 form for your project?	1	2	3	4	5
12. To what degree do you feel the workshop staff member responsible for presentation of these materials had a working knowledge of the information presented.	1	2	3	4	5

The following questions refer to the workshop session "The Evaluation Component"

As a result of attending the workshop:

13. To what degree do you feel you understand the prupose of evaluation as it was defined in this workshop.	1	2	3	4	5
14. To what degree do you feel able to carry out the evaluation component (with occasional consultation with workshop staff) for your PL 89-313 project.	1	2	3	4	5

The following are general in their nature and are intended to enable you to summarize your thoughts about the workshop.

	Poor	Fair	Good	Fine	Excellent
15. How would you rate the "Workshop Sessions" in terms of what you personally were able to accomplish.	1	2	3	4	5
16. What overall rating would you provide the workshop staff in terms of their willingness to be helpful, share information.	1	2	3	4	5

Information about you:

17. How many proposal for obtaining external funding have you written in the past three years? (Include PL 89-313 proposals)_____?

18. How many technical assistance project workshops have you attended?____?

19. How many workshops about grantwriting have you attended? (Excluding TAP workshops_____?

20. How many years of experience do you have in the profession in which you are currently engaged_____?